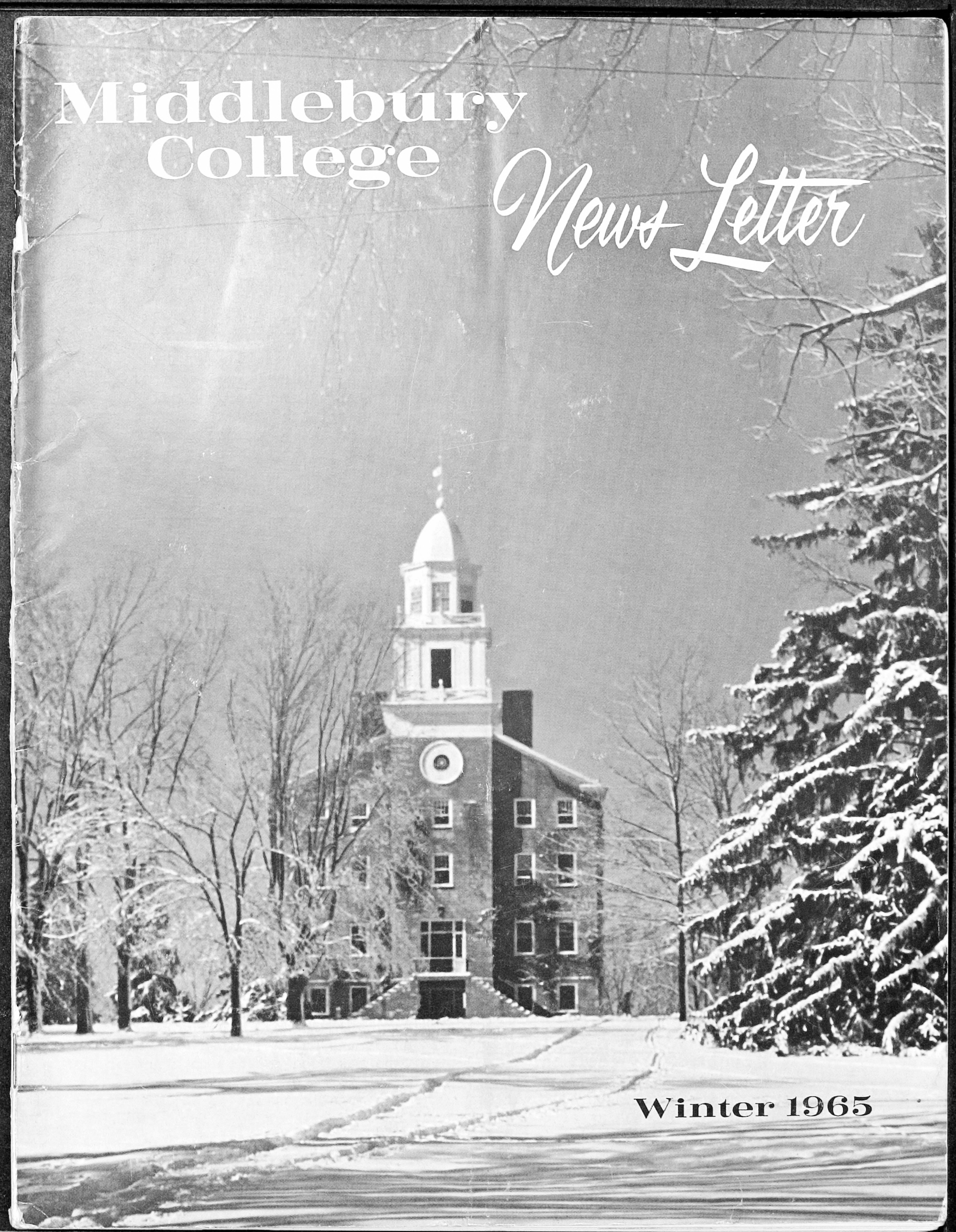
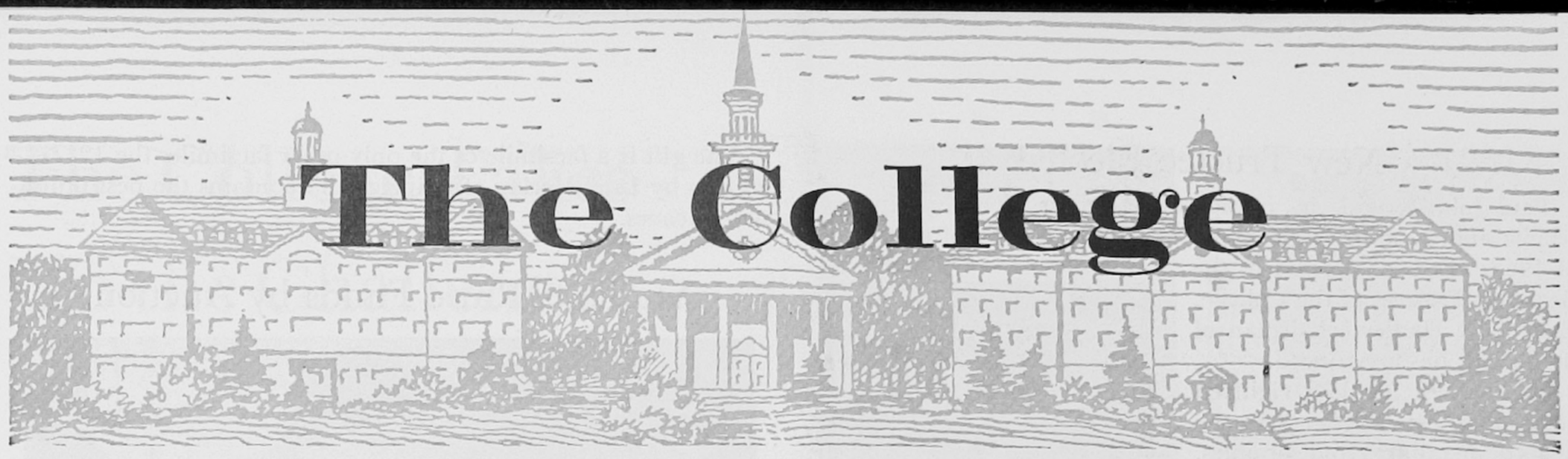
Middlebury College

News Letter



Winter 1965



The College

Through the years THE NEWS LETTER has sought to serve as a medium of communications between the College and alumni. We believe that the basic interest of most alumni in the College is intellectual, rather than merely social or nostalgic or possessive.

THE NEWS LETTER seeks to serve as a pipeline from the College to alumni through which new ideas may flow in both directions. In order to facilitate this flow of communication, we would like to establish a talk back column for letters from alumni commenting about some article in the magazine, or asking questions on whatever may be of concern to the reader pertaining to Middlebury College. We hope to have some letters for our spring issue, so please write soon.

Your attention is invited to a special book review insert included in this issue of THE NEWS LETTER. It is entitled *Books of Merit* and will be published periodically. The editor is Dr. David J. Littlefield, Assistant Professor of English, and the insert contains reviews written by members of the faculty.

Commenting on *Books of Merit*, Dr. Littlefield said: "The goal of this new publication is simple and clear. It seeks to keep our alumni in touch with the intellectual life of the College through the medium of books which interest the faculty and which the faculty thinks will interest the alumni.

"A faculty book review for alumni testifies to our faith that education is a continuing adventure of the mind both for faculty and for alumni, and that together we comprise the community of active, independent intelligence upon which the life and growth of Middlebury College depends.

"Books reviewed in this issue were selected by the faculty from the broad spectrum of books—for the most part new, or recent, or recently re-issued—of interest to educated men and women who are committed to a continuing, thoughtful assessment of the life, art, and issues of our times and culture. Substantive paperbacks are reviewed as well as hardbound books.

"We will appreciate comments from readers on this faculty effort," Dr. Littlefield concluded.

Alumni Dinner Schedule

Date	*Place*	*Chairman*
March 2	Denver, Colorado	Robert Boucher, '49
March 3	San Francisco, Calif.	Henry Moody, '59
March 5	Los Angeles, Calif.	Richard McKenzie, '47
March 22	Chicago, Illinois	Robert Matteson, '38
March 23	Detroit, Michigan	Raymond Ablondi, '52
March 24	Cleveland, Ohio	William Houghton, '56

President and Mrs. Armstrong will attend the above dinners. Announcements giving all the details will be mailed to the alumni in these areas about three weeks prior to the dinner. The Alumni Office is making arrangements for meetings in other areas.

The Cover. Old Chapel has seen many changes since it was opened in 1836. This winter offices in the building are being renovated and a report will be published in a future issue of THE NEWS LETTER. When Old Chapel was completed 129 years ago the editor of the *Middlebury Free Press* wrote: "It is gratifying to the friends and patrons of this institution abroad to learn that another collegiate edifice is now completed. It is situated south of the wing erected in 1815 (Painter Hall), is built of greyish limestone and contains in addition to the private apartments of the officers the following public rooms: a chapel, library, mineralogical cabinet, six recitation and three lecture rooms and an astronomical observatory.

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Editor: George H. Huban.

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As of January 22, 1965, 1739 alumni had contributed $50,568.95 to the 1964-65 Alumni Fund. This represents slightly over half of the $100,000 annual giving goal, and participation by some 18% of Middlebury's alumni. President Armstrong in his message to alumni last fall said: "Demanding though our tasks will be as we prepare for next year's major effort, we must not neglect, this year, our tradition of annual giving. The Alumni Fund sustains and strengthens Middlebury today. More than this, it represents a continuing support program by Middlebury men and women which in itself helps demonstrate an extraordinary potential for future development. Annual giving needs maximum participation to be a truly sustaining force."

The Annual Alumni Giant Slalom will be held at the Middlebury College Snow Bowl on the Allen Slope, Sunday, Feb. 28. Starting time will be 11 A.M. with the women's division running first and the men to follow. This event will be held on the Sunday of carnival weekend so that alumni in Middlebury for the Winter Carnival will have an opportunity to participate in the Giant Slalom.

A team of alumni players lost 7 to 5 in a close hockey game played with the Middlebury varsity before a capacity crowd at the Memorial Field House rink on Jan. 22. Phil Latreill, '61, three-time All-American and national scoring champion in 1960-61, and Mike Karin, '60, All-America in 1959 and holder of several NCAA records, each scored two points. Ron O'Keefe, '56, scored the fifth point.

Two new appointments to the staff of the College have been announced by President Armstrong. Luther Van Ummersen has been appointed to the newly created post of comptroller responsible to the treasurer, and George A. Wishart has been appointed purchasing agent. Mr. Van Ummerson, a Certified Public Accountant, was formerly controller of The Terrell Corp., Wilmington, Mass. Mr. Wishart has been purchasing agent in the Weighing Systems Division of Colt Industries, Inc., and Fairbanks Morse, Inc., manufacturers in St. Johnsbury, Vt.

Automation is coming to the Egbert Starr Library in the form of three new machines, one already installed and two others soon to be obtained. The new equipment, including a microcard reader, a microprint machine and a photo copier, will make a more extensive collection of research materials available to library users. Under a $1,000 grant from the Association of College and Research Libraries, the library will receive a Mark VII Microcard reader and $500 worth of microcards. On each 3" by 5" card, 32 pages of printed material are recorded; the reader serves to enlarge each card to an easily readable size. This new machine will enable the library to acquire important sets of research materials.

The College has received a $5,000 teaching grant under the DuPont Company's annual program of aid to education. Aid of this type has been awarded to a number of institutions, mostly liberal arts colleges, to help them maintain and improve the excellence of their teaching. The grant consists of $2,500 for advancing the teaching of chemistry, and $2,500 for teaching other courses that offer subject matter important in the education of scientists and engineers.

The College Takes Up the Challenge

PLANS for the Middlebury College Challenge Fund were announced in New York City on February 5. The task of raising $6,600,000 will require the dedicated support of alumni and friends of the College across the country. Important steps have been taken. Under the leadership of Fred P. Lang, '17, Chairman of the Trustees' Nucleus Fund, the members of the Board of Trustees have made their commitments for over 10% of the goal before the College turns to alumni and friends for their support.

The campaign is divided into Major Gifts phase, now underway; a Special Gifts phase, beginning in the fall of 1965; and a General Canvass, which will occupy the winter of 1965–66.

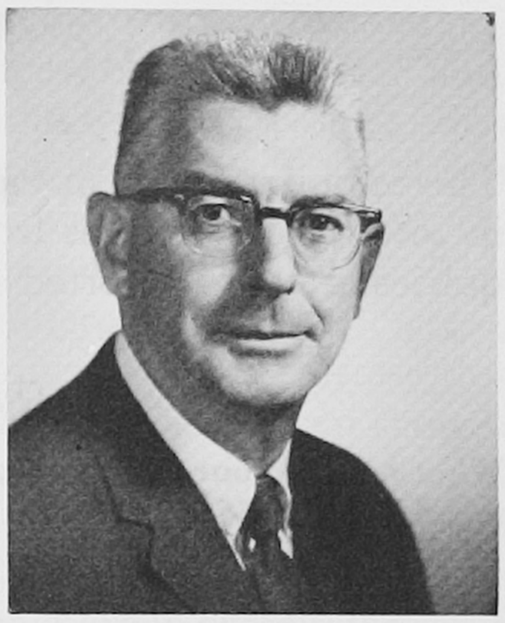
The Middlebury College Challenge Fund will operate under the direction of the 175th Anniversary Council, of which L. Douglas Meredith is chairman. The National Campaign Chairman—chief volunteer officer of the fund-raising organization—is Arnold R. LaForce, '35.

Other members of the 175th Anniversary Council, working with Dr. Meredith and Mr. LaForce in setting up the national organization, are Mr. Lang, Paris Fletcher, '24, Raymond J. Saulnier, '29, and William S. Youngman. Ex-officio members of the Council are President James I. Armstrong and Egbert C. Hadley, '10, Chairman of the Board of Trustees.

Steps are now underway to enlist the people and build the volunteer organization required to do the job. The following Division Chairmen and Vice Chairmen are now enrolled: **Metropolitan New York Division**—Robert B. Rivel, '42, Chairman; **Greater Boston Division**—Chester H. Clemens, '33, Chairman, Mrs. Nancy Walker Faulkner, '55, Vice Chairman, Robert E. Cleary, '50, Special Gifts Chairman, E. Parker Calvert, '31, Assistant to the Chairman; **State of Vermont Division**—Frederick W. Lapham, '43, Chairman, Mrs. Louise Hubbard McCoy, '36, Vice Chairman, Stephen E. Baker, '52, Vice Chairman; **Area Campaigns Division**—George A. Berry, III, '41, Chairman; **Corporation Division**—Foster R. Clement, '27.

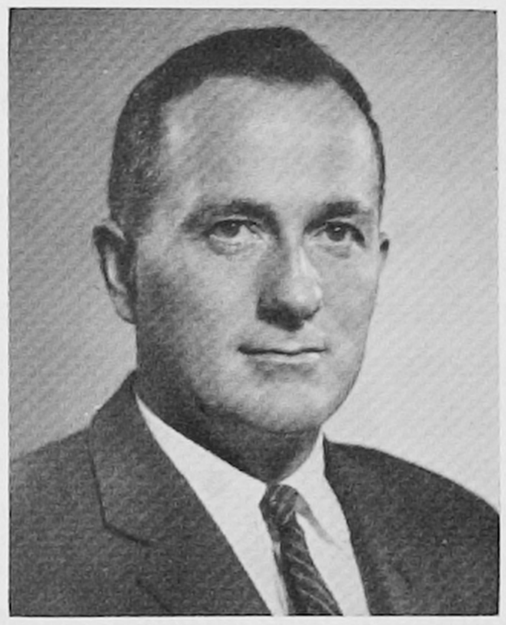
Additional enlistments are underway in the Corporations, New York and other Area Campaign Divisions. With the aid of a dedicated campaign staff, Middlebury volunteers will bring together the financial resources which will enable the College to fulfill its responsibility. Alumni will be learning in more detail about plans and opportunities for service as the program unfolds. If you are asked to help in any way, please do so: Middlebury's cause is important to all who value effective liberal education as the prerequisite to effective democracy.

Robert B. Rivel, '42



Chester H. Clemens, '33

Nancy Walker Faulkner, '55

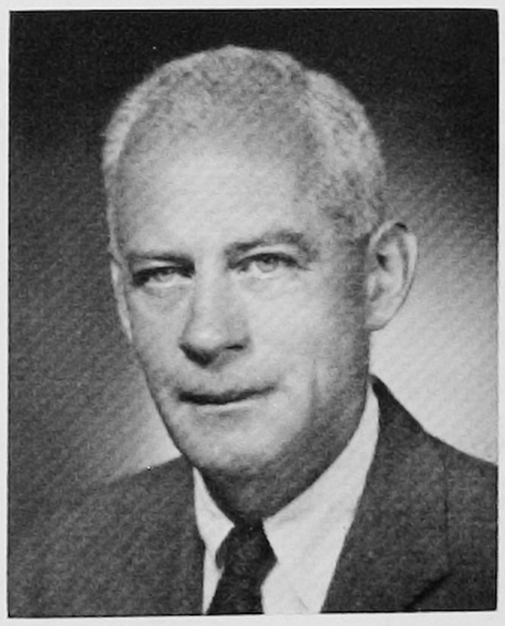


Robert E. Cleary, '50

Frederick W. Lapham, '42

Louise Hubbard McCoy, '36

George A. Berry, III, '41

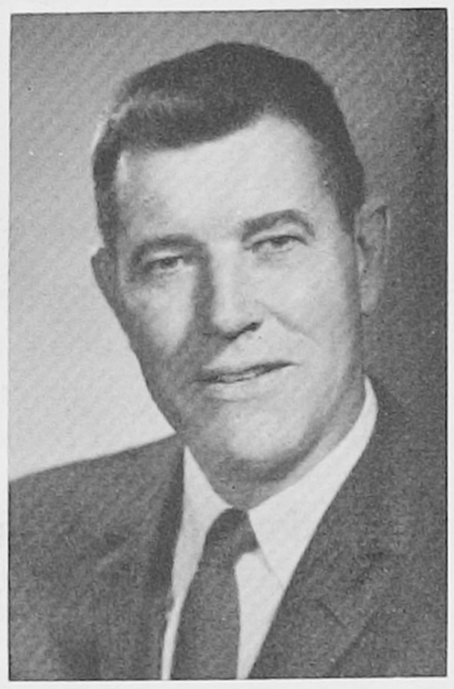


Foster R. Clement, Jr., '27

(Pictures of E. Parker Calvert, '31, and Stephen E. Baker, '52, were not available as The News Letter went to press.)

New Trustee Elected

Paul John Kruesi, Jr., of Signal Mountain, Tenn., an industrialist and a parent of an alumnus and a member of the Class of 1968, has been elected to the Board of Trustees of the College, Egbert C. Hadley, chairman of the board, has announced.



Paul J. Kruesi, Jr.

Mr. Kruesi has had eighteen years' business experience in the fields of metallurgy and ceramics. He served as president of the Southern Ferro Alloys Company for ten years and was president and major owner of American Lava Corporation for five years, and as a consultant one year, retiring in 1954 after its sale.

The new Middlebury trustee is a member of the Board of Hamilton National Bank, Chattanooga, Tenn. He has also served as a member of the Hamilton County, Tenn. Board of Education.

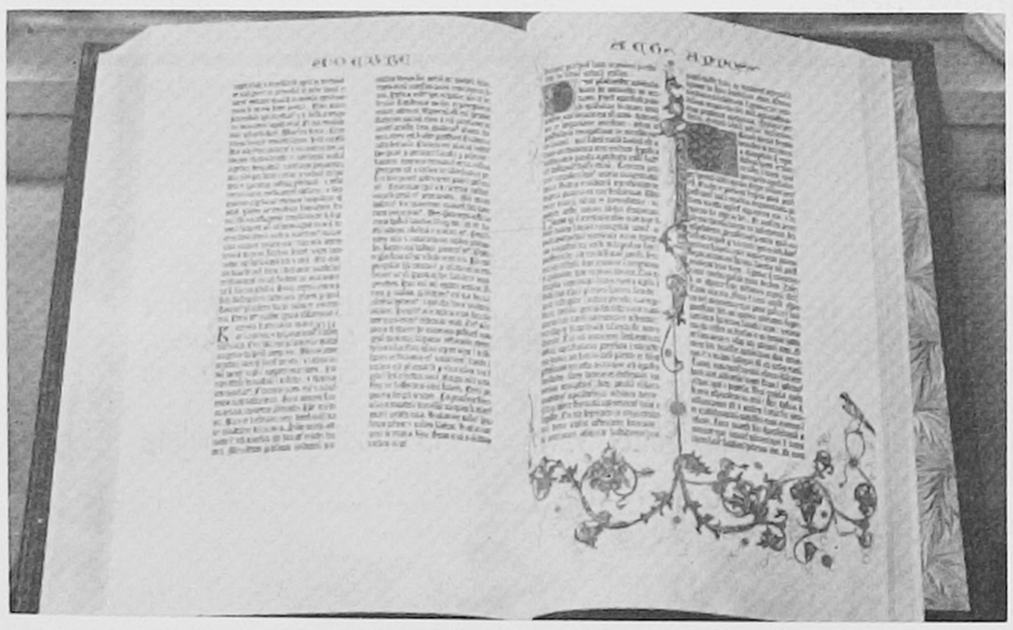
Mr. Kruesi attended the University of Tennessee, but later transferred to Union College, Schenectady, N. Y., where he earned his A.B. degree in 1937. He is a member of the American Chemical Society and Sigma Alpha Epsilon fraternity. Social clubs include the Mountain City Club of Chattanooga, and the Blue Springs Hunt Club. His daughter, Mrs. John Weeks, the former Marion Starr Kruesi, is a 1964 graduate of Middlebury, and his son, Paul John Kruesi, III, is a freshman at the College.

Library Receives Bible Gift

A two-volume, 44-pound facsimile edition of the Gutenberg Bible has been presented to the Egbert Starr Library and is now on display in the lobby.

The Bible, in production for over five years and worth $750 was given to the College by Harold E. Thompson of Rye, N. Y., whose son, John, is now a resident of East Middlebury. Only 996 copies have been printed of the 1,282-page Bible. Each of the 97 illuminated pages was run through the press seven times to reproduce each color.

The Bibles, which Gutenberg produced in 1455 in Germany, actually had no printed illuminations. Buyers of the book employed artists to decorate the pages. In its most recent sale, an original cost $551,000.



This rare facsimile of a 15th century Gutenburg Bible was presented to Middlebury College recently by Harold E. Thompson, a rare book collector of Rye, New York.

The gift is a facsimile of the only other facsimile, the 1913–14 edition by Insel-Verlag of Leipzig, and contains the best illuminated leaves.

Students Raise Funds by Auction

Prospective student bidders inspect items before the bidding started at the "Students for Ford" auction held earlier in the college year.

The "Students for Ford" raised $600 in their "good-Old-Fashioned furniture auction," Virginia Neeley, '66, organizer of the group reported to The News Letter.

This auction was the second student effort to earn money for the Ford Foundation Matching Grant. As part of its fund-raising activities the group sponsored a faculty panel discussion.

The items on sale at the auction, donated by faculty members and their wives, ranged from a buffalo hide, two refrigerators, and a stove, to an oil-burning lamp and faculty paintings.

Miss Neeley commented that "the gym was full" most of the evening; she estimated that 200 people attended. Up to $30 was obtained for a single item.

The student group, which has so far raised $630 for the Ford fund, may sponsor a similar auction in the spring.

New Pomalift Installed at Snow Bowl

With the installation of a third pomalift to replace a beginners' rope tow, the Middlebury College Snow Bowl is now a complete pomalift area with a total uphill capacity of 2,700 skiers.

The new lift is located in the Ski School area of the Bowl, in the northwest section, behind the Neil Starr Ski Shelter. Imported from France, it is a new model designed and tested abroad last year, and only recently put on the market. It is 625 feet long, with a vertical rise of 122 feet. The lift's 18 nylon disk seats and telescoping towbars, which are hooked onto the $\frac{3}{8}$ inch overhead cable, can accommodate 700 skiers per hour. The lift, with a drive terminal at the base, has one concrete intermediate tower and is driven by a gasoline motor. It is a slow-moving facility, geared for beginners.

The Snow Bowl's longest pomalift, 3,185 feet, was installed on Worth Mountain opposite the shelter in 1954. Last year the college added a 1,700-foot pomalift in the Battell area, northeast of the 50-meter jump.

Relationship of Student-Teacher

By Professor Karl L. Anderson

Dr. Anderson is George Adams Ellis Professor of Economics. Following are excerpts from a talk he gave to parents of freshmen during Parents' Weekend.

You are here as the parents of students at the beginning of their college experience. I am here as a teacher, not a teacher of any freshman classes, it is true, but still a teacher. There is, therefore, one topic in which both of us have an immediate interest. It is this one which I have chosen. My topic is the student-teacher relationship. And I want to discuss this topic with you, not as a mechanical matter of class hours or reading assignments or grades or the like, but more particularly as a matter of philosophy, a matter of how we are to think of this relationship in our minds. What conception are we to have of the student-teacher relationship? What, from that standpoint, is its nature?

I like to think of the student-teacher relationship as a relationship of two people engaged in a common enterprise, the enterprise, namely, of learning. It is true that they are engaged in different ways, or at least they may seem to be, especially at first. The student is likely at the beginning to think of his teacher as a person some distance removed, an evasive and bewildering person, a person apparently more intent upon confounding than he is upon simple enlightenment. The teacher, on his side, is likely to think of his student as a young person very much in need of enlightenment—if only he knew how to provide it! He, the teacher, would very much appreciate some simple enlightenment himself! He has the advantage, it is true, of a rather larger mass of information than the student is aware of and he has worked his way to a position in which he has an "understanding" of sorts, an "intellectual command" as I call it, over some of that information. Given time, he will try to guide his student toward a similar sort of position. But if he is truthful with himself he knows that his information is very meagre and that his command is precariously shaky. Student and teacher, I mean to say, are in exactly the same condition. The condition may obtain at different levels, of course, but it is nevertheless the same condition. I state this as a fact, because it is a plain fact. And even though a teacher should be able to respond to the condition in ways more sophisticated than could be asked of his student, the fact holds. Stated in another way, the fact is that student and teacher are in exactly the same plight.

It would be highly unrealistic to suppose that this fact is always recognized. Ordinarily it is not recognized, either here on the scene of action between the student and teacher, or elsewhere—wherever at large such matters might be talked about.

On the scene, that is in the academic institution itself, perspectives are more than likely to be grossly shortened by proximity and, in the process, things become distorted. That element of distance between the student and teacher to which I alluded a moment ago tends to intrude; and, even in a small college in which, as here, the traffic between them becomes very intense, that element can intrude so prominently as to block the view for both.

It is only too easy for the student, especially if he is attentive to business, to see that he knows very little while his instructor seems to be filled with knowledge. To him, the instructor is an "authority" on his subject. It is equally easy for the teacher, expert as he is in his chosen field and giving instruction to novices who know next to nothing about it, to notice most of all the same obvious contrast. But if he is seriously a teacher, it bothers him. He wants his students to get to know something about his subject, the more the better. He wants to know more about it himself, so as to be able to teach them more. And he tries to do something about it. It bothers the student, too, and he also in his own way tries to do something about it. I speak of an *attentive* student and a *serious* teacher. There are other kinds, but this is the only kind worth talking about. They do not have to be brilliant for the interaction to operate. They need only be business-like. So they get to work. And that is all to the good.

But I question whether their work can be really fruitful when it proceeds only on a basis of the kind I have described. To regard the business of learning only as a matter of narrowing the difference of proficiency between student and teacher is to entertain a most inadequate notion of learning. It is a notion so widely prevalent, however, both on the scene and at large that it (*Please turn to next page*)

The Middlebury College Challenge Fund

The announcement in early February of the $6,600,000 Middlebury College Challenge Fund has resulted in interested questions from alumni, alumnae and friends of the College. Answers to the most frequent inquiries are here reported for NEWS LETTER readers.

Question — *Answer*

What must be our average size gift to achieve the $6,600,000 goal?

Success will require many contributions in varying gift ranges. Studies of similar size programs by other colleges indicate the following gift table required to assure a $6,600,000 goal

2 gifts of	$1,000,000 and over	$2,700,000
9 gifts of	100,000 to 999,999:	1,700,000
55 gifts of	10,000 to 99,999:	1,200,000
300 gifts of	1,000 to 9,999:	650,000
3500 gifts of	10 to 999:	350,000
	TOTAL	$6,600,000

The Ford Foundation Challenge Grant of $1,700,000 when earned by matching it two for one will help very significantly in the required top gift range. Generous support in each range must be achieved for total and complete success.

Although the printed announcement presented the program effectively it was not very specific as to the timing and duration of the Challenge Fund. What is happening now and when can I expect to be solicited?

The program started with a Trustees' Nucleus Fund contribution of $725,000 (well over 10% of the $6,600,000 goal) to launch the Middlebury College Challenge Fund effectively. This gratifying result was achieved in the closing months of 1964 by personal solicitation of each trustee and emeritus trustee by a member of the Trustee's Nucleus Fund Committee, under the leadership of Fred P. Lang '17.

Now a major gifts committee headed by Paris Fletcher, '24, is seeking gifts in the $10,000 and up range. This group's work is being supplemented by a Foundations Committee led by Dr. Raymond J. Saulnier, '29 and a Corporations Committee under the chairmanship of Foster R. Clement, Jr., '27.

Active efforts to seek the generous support of the program by the entire Middlebury College constituency will commence in September. The first half of 1965 will be required to enlist and organize effectively the large numbers of dedicated volunteers required to take the case for the Middlebury College Challenge Fund to Middlebury alumni, alumnae, parents, and friends everywhere. Pledges may be made payable over a three year period.

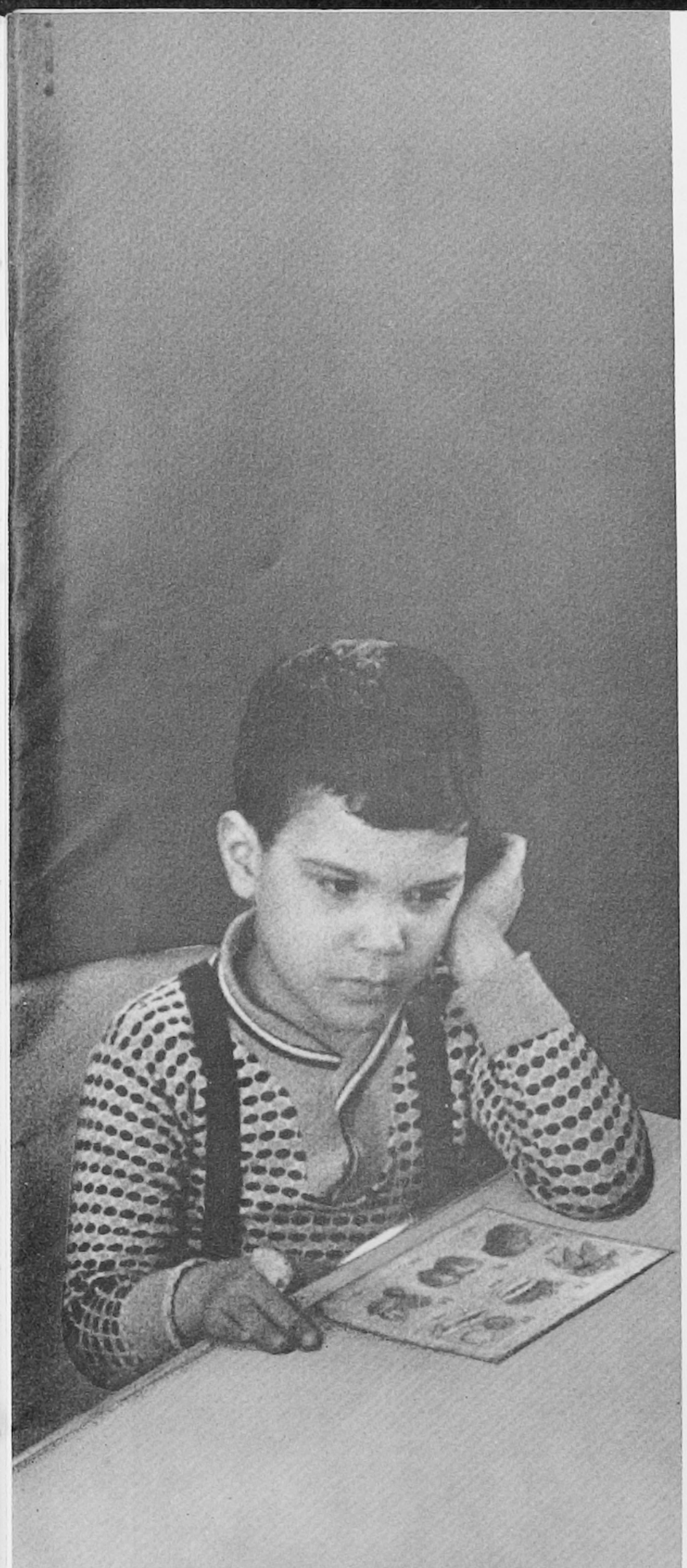
Will the Alumni Fund continue during the Middlebury College Challenge Program?

The Alumni Fund will be inactive for the year running from July 1, 1965 to June 30, 1966. Since the 1965–1966 College year embraces that period during which all alumni and alumnae will be asked for capital gifts to the Middlebury College Challenge Fund, it seemed wise to suspend regular annual giving for this brief interval. Doing so will prevent the confusion resulting when two funds run simultaneously. This temporary suspension of annual giving will also allow many able Alumni Fund workers to take part in the Capital Program.

Why is the Challenge Fund headquarters office located in New York?

New York City is the area with the largest potential of Middlebury support at all levels and from all sources. Greater New York embraces the College's largest single concentration of alumni and parents. Most of the Foundations and Corporations whose aid will be sought are located in New York.

Particularly important is the need to have the headquarters office located where it can most effectively assist the National Campaign Chairman, Arnold R. LaForce, '35, and other key volunteer workers.



A CHANCE TO HELP

By Stephen Enroth, '59

Middlebury graduates in New York City organize to help high school students from low-income families attend college.

For most Negro and Puerto Rican high school students in New York City, a college education exists only as an idea voiced by politicians and social workers. The outlook is as bleak for a hard-core of students from low-income white families. These students are better versed in the realities of poverty. They live in close quarters with the problems of juvenile delinquency, drug addiction, racial discrimination, unemployment and school dropouts.

The sprawling slums of New York—Harlem, Brooklyn's Bedford-Stuyvesant, the South Bronx—are worlds away from Middlebury College. Equally far are dozens of New York Colleges—Pace, Pratt, CCNY, Columbia, Long Island University, Brooklyn College and Bronx Community College. The distance is only a subway trip to any of these places, but a pitifully small percentage of students from low-income families ever make it.

This fall an organization was formed in New York City by a group of Middlebury graduates and friends. The aim: finding high school students, whether Negro, Puerto Rican or white, capable of continuing their education; getting them enrolled in a metropolitan New York college; providing them with motivation, guidance and money to do it.

The new organization is called Sponsors for Educational Opportunity. Behind it are John Halpin, '59, a social worker for Columbia University; Michael Osheowitz, '59, a member of Arthur Schmidt Associates, a public relations and financial consulting firm; Gerald Noonan, '58, an account executive for Metro TV Sales representing a group of television stations; Stephen Enroth, '59, a promotion writer for the Wall Street Journal; and Jacques Lilly, a sales representative for a printing firm who grew up in the city's Yorkville section with Halpin and Noonan and whose brother attended Middlebury.

The idea for Sponsors for Educational Opportunity (SEO) grew out of casual conversation between Halpin, Osheowitz and Lilly, all native New Yorkers aware of the city's problems and wishing somehow to help. From talking with educators and welfare workers, they found many scholarships and grants available to students in New York with acceptable academic standing in high school.

demands attention. It is a notion that misapprehends the central objective of academic effort.

It is important to be very specific about what the notion is. It is actually a pair of closely related ideas. The one is the idea that there exists some "recognized" or "established" accumulation of knowledge. The other is the idea that learning consists of becoming familiar with that accumulation. The association of these two ideas constitutes the underlying notion. It is with this notion that many children enter the first grade in school—how could it be otherwise with them? There are so many elemental things for them to learn! But it could be otherwise, and it should be with seniors graduating from college. And surely it is not too hopeful to wish that it might even be otherwise with freshmen? Because the notion is manifestly false in both parts.

I appeal to my own field of study for justification. Economics is the only thing I can pretend to know anything about and the only thing I am qualified to talk about—if, indeed, I can feel confident even about that. What we are teaching in our classes in Economics today is fundamentally different from what I studied in college. I have in my office copies of the textbooks I studied then in my first course. Some of you might know them: *Bye's Principles of Economics* and *Taussig's Principles of Economics*, excellent texts both of them. Yet, as I read them today they seem foreign; they belong to some other world. The same thing is true of most of the texts I used in graduate school and in my first years of teaching. We still have our students read a few of these books, but only to see what Economics has had to go through in reaching the present state. The present state is profoundly different.

There are so many sources of the difference that it would take an hour to catalogue them. Let me mention only two.

One source is the development over these past thirty years of a wholly new kind of economic analysis which we call Macroeconomics. It was originated mainly by Keynes in the middle 1930's in an effort—and a brilliant one it was—to render intelligible to theory, that is to say to make understandable to the mind, the awful sequences of the great depression. From that beginning the new approach has been elaborated and improved so far that it has become the standard approach in appraising the overall condition of the national economy. Practically every appraisal or forecast of the American economy, whether undertaken by the Joint Economic Committee of the Congress, the Prudential Life Insurance Company or the Chase-Manhattan Bank, is made on the basis of Keynesian economics. It provides the substance of a major part of our instruction. It makes up roughly a half of any competent elementary textbook.

A second source of the difference between Economics today and what it was earlier is the recent rapid development of quantitative techniques. Much of the reasoning of economic theory is essentially mathematical, and it can be done with greater precision and with greater speed when it is done mathematically. This is a simple fact. It is also a fact that much of the information with which economists work is statistical, and that the quantity and reliability of the statistical data available to us have increased enormously. The union of the mathematical economic theory with statistical data and techniques accounts for the new and growing science of Econometrics. This is only beginning to make an appearance in text books today, and only those at advanced levels. But in a very short time it will take the place of much of the verbal material in elementary texts, too.

Now what, you may ask, has this got to do with the student-teacher relationship and the process of learning? The point of my example from Economics is this: learning is not a matter of becoming familiar with any body of existing knowledge; it is a matter of extending knowledge. It is not good enough for a student to think of his task as one of soaking up what is in his instructor's head—or more likely in his notes. His task is to cultivate a knowledge of his own. That is learning. He must develop the capacities which are within him of observation and reflection; he must strengthen by practice his powers of imagination; he must seek out and define his problems for himself and he must try to work out his own intellectual solutions. Only when he commences doing that is he engaged in learning. Before that what he is doing is merely rote!

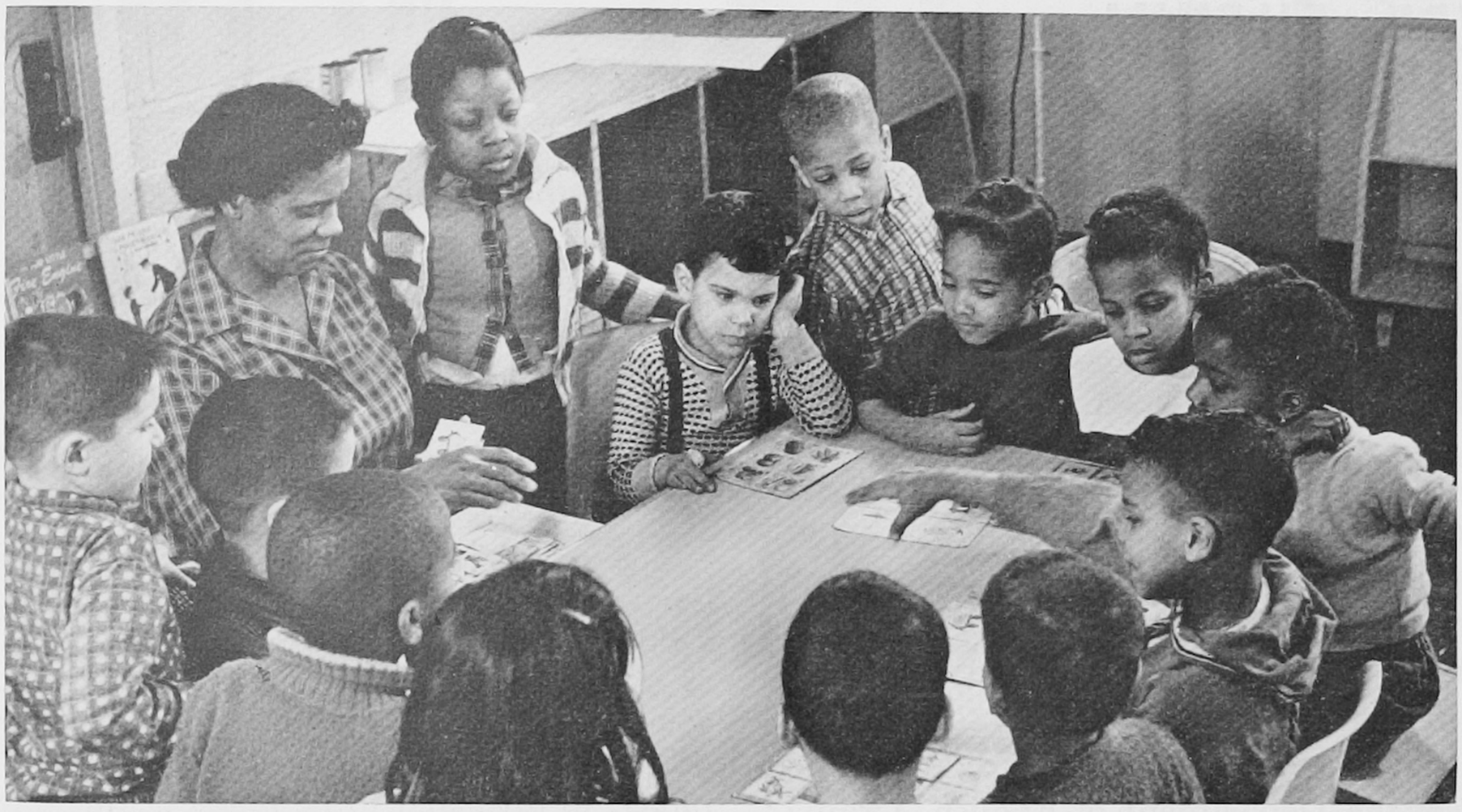
The task of the teacher, on the other hand, is to get done with the rote stage and into the learning stage as quickly, but also as soundly, as he can. There is no slick formula to tell how that is to be done. It cannot be done by doing at once what is called "putting the student on his own." If that could be the solution there would be no need for colleges nor for teachers. Neither can it be done by holding the student word by word to what is "in the book." Too insistent a stress upon authority is bound to curb independence. About all that can be said, though it is not in practice very helpful, is that the teacher must try to attain a *modus vivendi* in which there is an active, disciplined and purposive interchange between himself and his student.

I seriously doubt whether a teacher can promote the practice of independent investigation on the part of his students which I mean to (*Please turn to page 43*)

Yorkville before relocating two years ago. The ties between East Side House, the third oldest settlement of its kind in the United States, and Middlebury are strong. Over the years six boys connected with the settlement have attended Middlebury, including Halpin and Noonan. The plan for SEO was outlined to Mr. and Mrs. Carlton Lindquist, directors of East Side House who have over three decades of active social work experience on the neighborhood level in New York. The Lindquists endorsed the plan and urged that work start immediately. Better still, East Side House would look for eligible candidates among the hundreds of students using the settlement's facilities and allow SEO to officially allign itself with the settlement and thereby gain tax-exempt status.

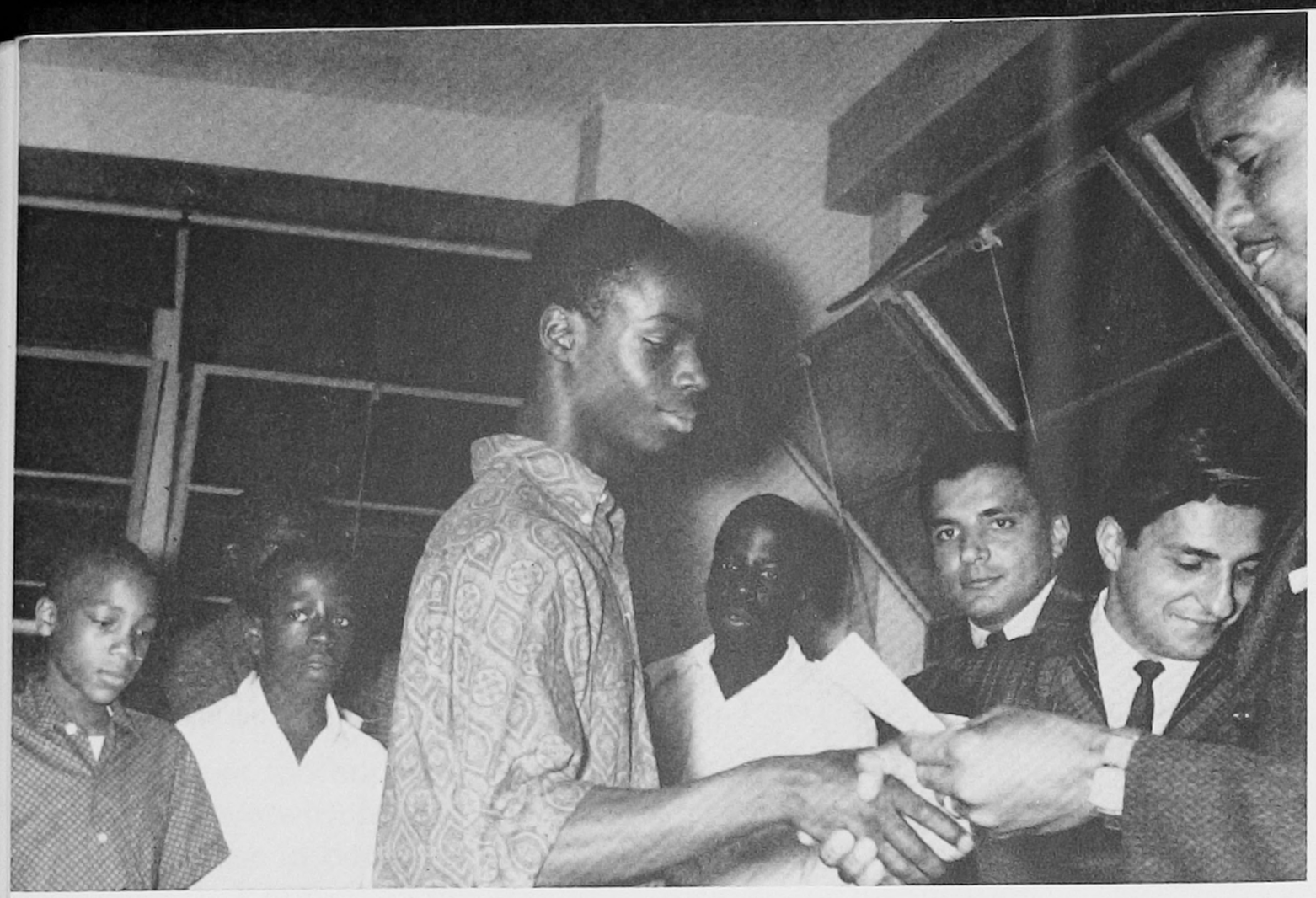
The sponsors now moved quickly. Thirty-five colleges and universities in the metropolitan area were contacted for information on admissions requirements, scholarship availabilities, enrollment procedures. A small library of reference material was collected. Contacts were made with others interested in the problem. A fund raiser active in city politics offered to help. A prominent Negro attorney agreed to help advise SEO. The chief consulting psychologist for the Commonwealth of Pennsylvania expressed interest in the plan and presented it to an anti-poverty conference held recently in Harrisburg. Other Middlebury graduates offered time and money. Through all these contacts SEO has yet to find among the hundreds of agencies in New York another that is specifically organized for matching eligible students with available scholarships at local colleges, plus offer personal guidance and financial assistance. As far as SEO knows, it is unique in the field.

The organization is now actively raising money. No limits have been set. With $3,000 SEO figures it can help four or five students, with six or seven thousand dollars, many more. Contributions are being sought from a large number of people to build a strong base of interested sponsors. One Middlebury graduate gave $400, another $15, many $25. SEO is hoping to hear from many other Middlebury people. The need exists; the amount raised will determine the number of students helped.



SEO plans to select students this summer and have them in college by September. Once enrolled they will continue to receive guidance on courses, along with money to meet extra expenses. The varied business backgrounds of the sponsors will be of help at graduation. The organization will widen its contacts with agencies and schools to insure a large circle of contact with students. SEO hopes in time to incorporate in its own right as a non-profit, tax-exempt organization. Until then East Side House Settlement will act as official sponsor.

The main reason for the success SEO has had to date is the chance for young people to be actively involved in an urgent and timely problem. SEO is no panacea. Education is only one area in the fundamental problem of poverty. However, SEO's work will have early and tangible results. One high school student given one year of college is in itself an achievement. Sponsors for Educational Opportunity hope to achieve much more.



Left:—A sports award night at East Side House Settlement where hundreds of culturally-deprived children receive help, and where SEO will work with high school students capable of going on to college.

Below:—Middlebury graduates who organized Sponsors for Educational Opportunity at work during weekly planning session in borrowed conference room. From left are John Halpin '59, Michael Osheowitz '59, Stephen Enroth '59 and Gerald Noonan '58.

Right:—Although working with high school teenagers at present, SEO plans to instill the idea of a college education among students of all grades and ages, such as these youngsters attending a special class at the East Side House Settlement.

However, among students from low-income families few applied. The reasons are many and rooted deep in their social and economic environment. They are looked on as wage earners by their families, often dropping out of school to work, if they can find it. They see no brightening of their futures through college, a world too often for the well-to-do. They are afraid of stepping out of their environment, no matter how dismal; afraid of hoping and being denied; afraid of failure.

The great irony is that education is perhaps the surest way to break free from a life of poverty. When a Negro or Puerto Rican student drops out of school, for example, he effectively kills any chance of helping himself or his ethnic group. All but the menial jobs are closed to him, jobs fast disappearing in our technological society. He perpetuates the environment of failure and becomes one of the nameless poor.

For exceptional students poverty presents no real problem. The average students, however, and therefore the majority, are not so lucky. The impetus for college must come from themselves or the harried teachers who staff the over-crowded, often inferior schools in New York's slums. The family, in many cases living on welfare or at best a marginal income, is ill-equipped to provide any motivation for college. That some students have the potential for college is remarkable, even more remarkable that they have stuck it out in school. Among Negroes and Puerto Ricans in New York, the two most deprived ethnic groups, the median number of completed school years is under ten.

Halpin, Osheowitz and Lilly now saw where they could do something. They would find these students with college potential and help them apply for scholarships. Equally important, they would raise money for the many incidental expenses of college usually not covered by scholarships These include carfare, lunches, clothes, books and, in many cases, money contributed to the family by students working part-time. Carfare alone can add up to $6.50 a month, nearly $80 a year, a small sum but un-

obtainable for a family on a marginal income. If scholarships could not be found for particular students, Sponsors for Educational Opportunity would raise money for tuitions. Noonan and Enroth were approached and the organization went to work.

The immediate problem was establishing contact with the students. One night in November the five sponsors trooped up to the South Bronx and the East Side House Settlement, a privately-run social agency that operated for 71 years on East 76th Street in

ORMITY

Members of the Middlebury College faculty discuss the conflict between individualism and conformity in contemporary American society.

RUDOLPH K. HAERLE, JR.

IDENTITY, INTERACTION, AND GROUP MEMBERSHIP

The search for identity is a crucial problem for every man, for each of us must answer the basic question, "Who am I?". In dealing with this matter objectively, certain key issues immediately come to mind. What is the source of one's identity? What forces sustain or destroy one's self-conception? Has the search taken different forms or modes in different eras? What part is played in individualism and conformity in one's final self-conception?

These last two questions can provide the introduction to our discussion, for we find that different eras are often referred to by descriptive names, i.e., the Age of Individualism or the Age of Conformity. It will be my contention that each of these labels oversimplifies and distorts the existing conditions, that the solutions to the problems of identity follow basically the same processes throughout history. More specifically, aspects of individualism and conformity are found in the formation of identity in any given time period, as I shall attempt to show. Thus, we are led to reject the all-encompassing "age names."

Yet one gets the impression from various writers that each age has had its own, unique problems and concerns surrounding the search for identity, and we are obligated to consider these perspectives. Philosophers have described many past ages for us: the Age of Belief, the Age of Enlightenment, and the Age of Ideology. These are used to characterize the dominant theme or mode of adjustment of individuals. Each states or implies its own problem of identity and a corresponding method of resolution. For example, the 18th and 19th (*Please turn to page 12*)

E. KIRK ROBERTS

INDIVIDUALISM VS. CONFORMITY IN MODERN SCIENCE

Should a scientist have complete freedom in choosing the subject matter of his research?

The quick answer to this question after the first reading is an emphatic and unqualified "yes." But further reflection reveals that the problem is by no means so clear-cut and simple and that a number of factors should be examined more closely.

There is first the economic consideration—research costs money and, therefore, many avenues of research must be abandoned for lack of financial support. The college or university scientist must restrict his research interests to those problems for which he is able to muster financial support from public or private research sponsoring organizations supplemented by the very limited research resources which might be provided by his institution. On the other hand, the governmental or industrial research scientist has less difficulty with financial backing, but has much less freedom in the choice of research problems because in most instances he has been hired for a more-or-less specific task. However, if one considers the many different fields of inquiry suggested by his potential employers, he can still exercise a wide and free choice of research problems at the time he is seeking a job. Because of the need of financial support there is a natural bias favoring applied research directed toward the solution of particular problems. It is very important that money must continue to be made available for pure research where no immediate practical goal is in view, for it is from this free-ranging inquiry that most of the really new developments of the future are to be derived.

In choosing a field of research (*Please turn to page 14*)

PERSPECTIVES ON A MODERN DILEMMA

INDIVIDUAL OR CONFORMITY

FACULTY FORUM

INTRODUCTION

The discussions offered for consideration in this article present differing approaches by three members of the Middlebury College faculty to the conflict between individualism and conformity in contemporary American society. The first of these articles, by Edward Alexander Martin, of the Department of English, Drama, and Speech, suggests that a redefinition of the terms "individualism" and "conformity" would point toward a clearer understanding of the dilemma. The second, by Rudolf Haerle, of the Department of Sociology and Anthropology, explores initially the dilemma in historical terms, and goes on to consider the meaning of the individual's "quest for identity." The third article, by Kirk Roberts, of the Department of Chemistry, addresses itself to the ramifications of the dilemma in a particular form, the problem of whether or not the scientist should be free to experiment as he pleases, or be limited by certain specified controls.

It is hoped that other problems can be explored in future issues of The News Letter. We would welcome your opinion on the value of such a feature.

George W. Bahlke
Department of English, Drama, and Speech

EDWARD A. MARTIN

THE RELATIONAL: A PARADIGM FOR OUR TIME

While I know I cannot relate . . . I know I must be related to. *I let people love me . . . I let people touch me.*

The speaker of the above might very well be—but is not—a student at Middlebury, for one attitude and a dilemma of a new American generation, as well as of our era, are expressed in these words. The young as well as the not-so-young of the 1960's seek neither to conform nor to be individual. They try, rather, to *relate* and to be *related to;* the alternative is not individualism, but alienation. You hear and see the words "relate" and "alienation" frequently nowadays, but especially the word "relate": in coffee-talk, in party-talk, in committee-talk, in faculty-student conference-talk, in therapy-talk, in print, everywhere. Here are some local samples of that talk:

> "Now we've got to have teachers who are willing to step outside of their disciplines, who are willing, even, to take chances, by *relating* what they know to other fields of inquiry."
>
> "This is so boring, I mean all you are interested in is sex and stuff. . . . I mean how can I *relate* to you when I never know what you're thinking?"
>
> "The Subcommittee feels that the center-concept is most desirable because the *relationships* among departments can thereby be reinforced architecturally."
>
> "I can't seem to *relate* what goes on in class to what you expect in a paper."
>
> "I wouldn't worry about it too much—she's having a typical post-adolescent (*Please turn to page 12*)

personal productivity and material success. Individualism and laissez faire policies predominated:

> People's attention was focused more on products (whether these were goods, decisions, reports, or discoveries makes little difference) and less on the human element. It was the product itself, moreover, not the use made of it by the consumer, that commanded attention. . . the inner-directed man could concern himself with the product without himself being a good consumer: *he did not need to look at himself through the consumer's eyes.*

The average person appears engaged in the business of business. But can anyone be that independent of others? Could one's view of himself be solely a direct reflection of his material success? I think not!

By contrast, our current society has been variously called the Age of Consumption, the Age of Anxiety, the Age of Alienation, or the Age of Analysis. Each of these implies or connotes a greater degree of self-consciousness, as adjustments to the natural environment have been replaced by concern with interpersonal relationships. Under the impact of industrialization, urbanization, and bureaucratization, interest in production has reached its peak and now greater focus is on consumption patterns and the invidious distinctions that follow. Conformity appears as a predominant mode for resolving anxiety and gaining security.

In short, man has become a problem to himself. Given the leisure time necessary to contemplate alternative answers to the crucial question, "Who am I?", man is described by many authors as living in a world which has little personal meaning. In the introduction to their book, *Man Alone: Alienation in Modern Society*, Eric and Mary Josephson have put it this way:

> Ever since the great technological and political revolutions of the late eighteenth century, with their shattering impact on a rigid social order and their promise of individual freedom, one of the most disturbing phenomena of Western culture has been man's sense of estrangement from the world he himself has made or inherited—in a word, man's alienation from himself and others.

The theme of alienation runs through much of today's literature and many critical discussions by social scientists. The result is loss of identity, anomy, depersonalization, apathy, or any number of very similar concepts that in one way or another convey the essence of the notion of "loss of self." Yet, all of this seems too facile a description because man is not so easily isolated from his fellow men.

However, because of its contemporary importance, perhaps an example or two will illustrate the process by which, and the conditions under which, one loses his identity. A case in an industrial context comes first to mind. In the automated factory, the worker is involved in a smaller and smaller part of the finished product as his contribution is progressively diminished under the impact of increasing specialization and division of labor. In direct contrast to the personal satisfactions allegedly experienced by the skilled craftsman of old, the mass-production worker finds that his work has become a means to an end (evidence even indicates that the job is seen by many as a time-filler) and he is unable to derive personal satisfaction from the work itself. Perhaps even more important for matters of identity is the fact that he is powerless before the "pacing" of the machine and the "flow of goods" along the assembly line. As one of the characters in Harvey Swados' book, *On the Line*, puts it:

> The big pitch has always been that we're a practical people, that we've proved to all the impractical European dreamers that production can serve people. But instead *people are serving production.* Look how frightened, how hysterical the bosses get when the line stops—they can't afford to figure what it costs *you* to keep it moving—they only know they've got a production quota.

The situation is not too different, it is reported, for the various white-collar workers at all social levels who toil in our giant bureaucracies. Max Weber, the German social scientist, has sketched out for us the key attributes of an efficient bureaucracy, with its system of rules, chain of command, and systematized impersonality. The individual appears to be confronted by a massive, but seemingly remote, organization, one which fails to take into account his unique personal needs and qualities.

In a word, we are told that man in the mass is frustrated, anxious, and alienated. What can he do in the face of these terrible, daily experiences? Many social critics point to the frenzied attempts to gain recognition and response in the diverse organizations in the community, some purely social, others more charitable. This desire to belong is said to involve a degree of conformity that results in stultifying effects on one's self-conception. One becomes like everyone else. In extreme cases, the individual may attempt to "sell" his own "self," thereby making his own personality available as a product on the market. This notion is seen in Riesman's "other-directed" man or, more particularly, in Erich Fromm's "marketing [of self] orientation."

It would be extremely difficult and misleading to reject these descriptions of previous eras and contemporary America out-of-hand. There is substantial evidence to support at least the basic propositions. At the same time, there are some rather significant deficiencies in the sketch. These portraits fail to include any idea of how one "gets" an identity. And must we conclude that alienation from work necessarily results in a totally alienated identity? Once again, I think not! A brief look at one explanation of "self" will allow us to fill some of these gaps and to assess the role of individualism and conformity in the search for identity.

Central to the definition of the previously-mentioned concept of alienation is that man has lost a part, or altered, his identity. But how does one achieve self-hood? Social psychologists Charles H. Cooley and George H. Mead provide us with one clue. Very simply, they point out that it is in social interaction with others that one develops his self-conception, who he really is. Cooley rather neatly captures the essence of this idea when he describes the process in terms of a reflected or "looking-glass self":

MARTIN

(*Continued from page 10*)

problem of working out her *relationship* to her environment."

All of this talk has behind it a pervasive anxiety that arises from our perception that the diversity and diffusion in our world is not only puzzling but incontrollable, from our feeling that the center will not hold, that things tend toward a chaotic multiplicity. We try to create a coherence in the heterogeneity of our environment by placing as many things as we can in *relationship* to one another. Thus we have evolved a theory of *relativity* to define our experience of the physical universe and we invent "social sciences" which develop analogous theories for the definition of people and their past; we are concerned about our race *relations* and about our sex *relations;* we seek harmony in our family and in our international *relationships*—and so forth. The relational is a paradigm for our time.

It was not always so. Once upon a time there was society and there was the individual. The hostility between the two was predictable, definable, pleasurable, meaningful. A man could make himself whole by reacting against the repressive demands of a society and by asserting even to the point of martyrdom a higher set of values. A recent manifestation of this ancient antithesis is the present symposium, which probably represents a response to the revival of the issue in the early 1950's, when David Riesman, in a book called *The Lonely Crowd*, told us that we were either inner-directed (individuals) or other-directed (conformists). Professor Riesman's impulse, like that of many social scientists and like that of most historians, was nostalgic: he defined aspects of his contemporary world as a sequence of meaningful antitheses that had developed out of the known past. This impulse is nostalgic because the individualism-conformity antithesis is loaded in favor of individualism. It cannot stand as a definition of a modern dilemma, since the only possible extra-societal position in the twentieth century has been the condition of alienation. He who is alienated is not in any meaningful sense an individualist, for alienation is a position and condition of despair and detachment without functional values and—most important—without pleasure or joy. The existentialist is not an exception. He defines his position not as rejection or revolt—as did the individualist—but by making a great many careful, even meticulous, distinctions between relationships that are meaningful and those that are not.

The recent protests of students at the University of California were not simply the protests of arch-individualists demanding their rights and freedom in the face of administrative demands that they conform, but were, rather, the partly desperate, partly playful reactions of the young who feared that their earnest efforts to relate themselves actively to each other and to some of the most dramatic issues in their time would be frustrated by an enormous, impersonal multiversity. Their anxious reactions are those of the young in the face of the diversity, the multiplicity, and the sheer size of what is rapidly becoming a familiar phenomenon in American higher education. That the administration of the University of California attempted to deal with the problem as if it were simply the disaffected rebellion of the young against necessary patterns of social conformity was an unfortunate misinterpretation of the circumstances. Nor can we be complacent because Middlebury is small—the same problems arise here because these problems are part of our culture.

I propose that we put behind us, however reluctantly, the individualism-conformity dualism as the statement of a pre-twentieth-century dilemma, and that we describe our choice more realistically as that between alienation and relationship. This dualism is also a simplification, but it is not simple. It will be obvious to most of us that alienation is an impossible condition—but not obvious to many of the young, who will want to try out the condition. As some know, there are dangers in the experiment. The result can be annihilation, near-annihilation, or the loss of the joy that makes existence possible. The speaker of the epigraph to this polemical essay, who seeks only to be related to, is in his passivity and in his desperation close to the condition of alienation. He is called "the American Dream" and he is an allegorical character in Edward Albee's play by that name.

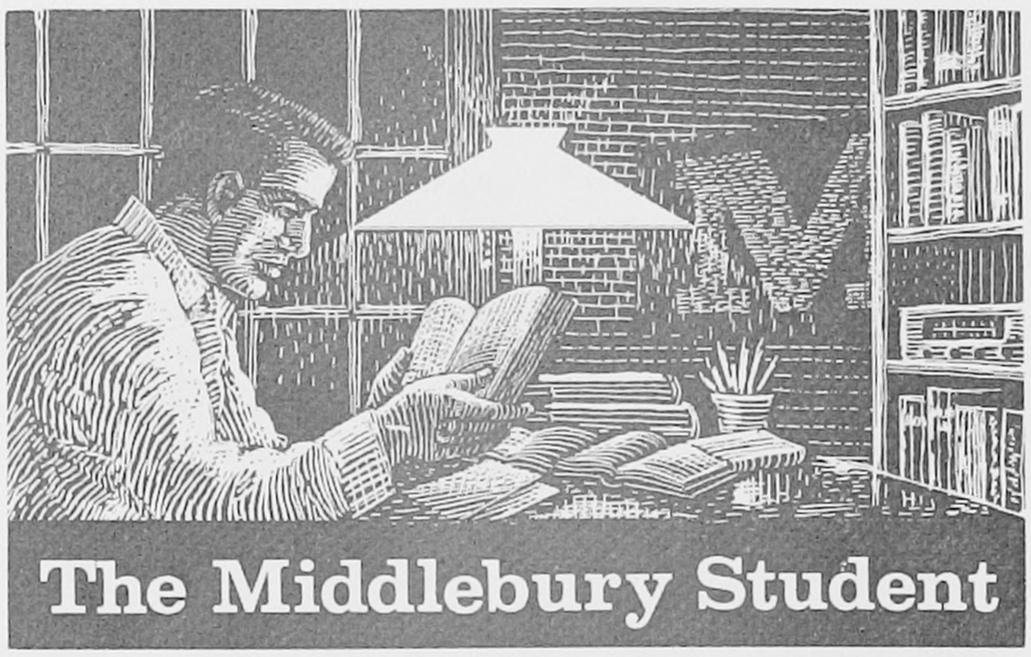
It is not easy or simple to discover the relationships that are meaningful and possible as we continue to construct the Great Society. Some of what we do in our desperation and anxiety will yield only to the hostility and play of satire, that useful residue of individualism in our time. We must avoid the spurious belief that the present can be given meaning simply through the systematic ordering of the past. We must construct a more demanding and a more creative educational environment. Here the humanists among us can learn much from the scientists, for it is the scientist who has learned, although it is a frequently forgotten lesson, what the nature of evidence is. The scientist knows, or should know, although not absolutely, that all evidence is relative. No student worth the trouble will want to have the evidence ordered for him—although some not worth the trouble will be delighted. And the unfortunate tendency of the pedagogue is to lecture, to demonstrate, to order, to speak in terms of his own experience, to entertain, to moralize, where he should present the evidence and ask the student to discover relationships. His true skills are in defining problems, asking related questions, and evaluating the responses he gets.

The relational is the paradigm for our time. The evidence—diverse, multiple, varied, wonderfully complex—is all and endlessly before us.

HAERLE

(*Continued from page 11*)

centuries were a period of expanding production, technological advance, and general industrialization. How did man cope with the problems of the times? How did he view himself? David Riesman, in *The Lonely Crowd*, depicts the "inner-directed" man, one driven by goals internalized early in life and one who saw himself in terms of his



Education By INITIATIVE

By Howard B. Tolley, Jr., '65

Unbelievable as it may sound to those professors correcting final examinations in February, Middlebury students have made a conscious effort to supplement their assigned readings with sources outside the syllabus. Incredulous skeptics can still point to class-cutting ski enthusiasts each Saturday morning, while few professors will testify that they've been deluged with requests for additional reading materials. Yet student interest in the educational life of the college has been on the increase. How?

First, through the traditional method of formal classroom sessions. Last September an enterprising sophomore started a class in Chinese. Twenty students turned out for the opening lecture and the course is still meeting weekly. This semester a second student-professor has begun tutoring his fellows. A senior philosophy major is giving a course in his favorite writer, Alfred North Whitehead.

Yet most students have used their initiative to find education in a different form. In what Middlebury's President James Armstrong has termed the "para-curricular" area of college life the student learns from discussions, concerts and guest lecturers. Middlebury has experienced a sudden increase in social and cultural events over the past years, ranging from a faculty panel on the Cuban crisis to an afternoon of poetry reading by a member of the English department. Perhaps better known are the two student-run conferences which bring a number of noted lecturers to Middlebury each year.

Prior to the annual Religion Conference students consider contemporary theological issues and, during a series of lectures and discussions, pose their questions to authorities in the field. This fall, Dr. John Smith, chairman of Yale's philosophy department, spent three days on campus asking "Has the Death of God Been Exaggerated."

Normally four speakers are invited to debate a problem of current importance for the annual student-organized Middlebury Conference. Topics range from "Man made Man," discussed by a panel of top scientists last spring, to "Red China," subject of this year's conference in March.

The Board of Governors, a committee of nine students coordinating events in Proctor Hall, has answered Middlebury's need for quality lecturers throughout the year. A total of five speakers will appear under the auspices of the Board's "Celebrity Series" this year bringing diverse views of national and international concerns to the local campus. Two years ago the Board sponsored an afternoon lecture by Secretary of State Dean Rusk. BOG's Civil Rights Conference last April presented students with both sides of the controversial national rights movement.

Opportunities for education outside the classroom extend beyond the para-curricular activities of lecturers and conferences to the daily events of college life. For many, the most important exchange of ideas in the residential college can occur during the dinner hour or in the dormitory.

Middlebury's Civil Rights Group and student government have been concerned with improving their informal education this year. Believing that students with different backgrounds bring a variety of thoughts and ideas to the College the Civil Rights Groups visited over forty high schools during the Christmas holidays in an effort to attract more Negroes to Middlebury. The student recruiting campaign complements a (*Please turn to page 43*)

Howard Tolley—a dean's list student and a history major—is doing an honor's thesis on West African Education. He is Editor-in-Chief of *The Campus* and a member of the Student Educational Policy Committee. Last year he served as president of the debate team. After graduate school he plans to teach and then go into educational administration.

> A self-idea of this sort seems to have three principal elements: the imagination of our appearance to the other person; the imagination of his judgment of that appearance; and some sort of self-feeling such as pride or mortification.

Our identity, then, results from the recurring series of personal interactions which make up our daily round, both on and off the job. Clearly we do not look at our reflection in the "mirror" of every face around us, but only of those "significant others" whose opinions are of real value to us.

If one accepts this view of the development of self-conception, then what can be said of the role of individualism and conformity in this process? If one takes individuality to mean complete independence of fellow men or ultimate motive-power within the individual, then I would have to reject this on the basis of evidence. Yet it seems quite apparent that each of us has individual qualities based upon differences in biological "givens" and "significant others" with whom we communicate. These characteristics definitely play a role in human behavior.

At the same time, the fact that we are all "social animals" and that our identity comes from these "significant others" implies that we, as human beings, are wont to join with others in groups of one sort or another. In these groups occur the interactions necessary for identity formation. But there is a price to pay. From a sociological perspective, one must subordinate at least a part of himself, or his "self," to the basic norms, goals, and values of that group. In general, obedience to norms is rewarded by a kind of interpersonal reciprocity. The individual conforms to the group's values in return for the much-needed reinforcement and support of his all-important identity. In this sense, each of us conforms to some degree and the nature of that conformity affects our self-conception. And to some extent, this conformity serves as a basis for the minimum social cohesion in the larger social order.

To describe one historical period as the Age of Individualism and another as the Age of Conformity is to confuse the issue and distort the make-up of the "self." Both qualities would be found operating in any identity problems of a specific historical period. In contemporary society, there can be little doubt that many occupations have alienating aspects, but this does not necessarily lead to the conclusion that lack of satisfaction on the job produces totally alienated identities. On the contrary, research evidence indicates that personal relations among job cliques can provide the kind of support for strong identities in return for group loyalty.

In substance, group memberships and resulting interactions make both individualism and conformity necessary components of an individual's search for identity.

ROBERTS

(*Continued from page 11*)

there is a possible conflict with national security. For example, one might wish to study chemical reactions which are accompanied by the release of large quantities of energy. This study might lead the experimenter to discover certain classified and closely guarded information about rocket fuels. In the interests of national security the researcher is asked to abandon his studies unless he is permitted to continue them under the cloak of some national agency in which case he would be required to surrender his freedom to publish his findings.

There must be restrictions on research if the performance of the research produces adverse effects either directly or indirectly on persons other than the experimenter. As examples, research involving the indiscriminate transfer of organs from one person to another would not be tolerated without provision for the complete well-being of the subjects; and restrictions should be imposed on a study of the reduction of the mosquito population by spraying their breeding grounds so that harmful insecticides do not interfere in any way with the life of nearby communities. There is always a certain amount of hazard involved in probing the unknown and adequate safety precautions must be taken always.

But are there any topics which should not be investigated at all? In the last century there were large numbers of people who mainly on religious grounds would have liked to have prevented the development and acceptance of the Darwinian theory of evolution. Consider, then, the present rapid advances in the field of genetics and molecular biology. Many researchers are hard at work in many laboratories all over the world in an effort to unravel the genetic code which is incorporated in the structure of the DNA molecule and a day does not go by without the publication of further advances in this study. It is only a matter of time until the detailed structure—the substructure and the superstructure—of these molecules is known. And in the normal course of events these discoveries will be followed by the laboratory synthesis of similar molecules which comply to the prescribed specifications of the experimenter. This would lead then to the possibility of direct genetic control of the human race by man and the completely artificial production in a test tube of living matter which would be very primitive at first, but more complex forms could be produced as the research workers gain experience. Is this science fiction? Maybe so, but not for long. No great imagination is required to realize that the impact of these discoveries on the social, political, philosophical, and religious life of the world will be tremendous.

At this time, then, it appears that man is well on the way toward acquiring powers that until recently have been widely believed to have belonged only to God, and many will object on religious grounds to these audacious advances by man. However, if man is God's creation, then all of man's accomplishments can be regarded as further manifestations of God's power which lead to his greater glorification. In a somewhat similar way parents take pride in the accomplishments of their offspring. For man to aspire to gain such powers is not infringing on God's domain. It is analogous in our time to giving an individual legal permission to drive a car or to vote when he has reached a certain degree of maturity. Similarly, as mankind has increased his intellectual capacity and gained maturity over the centuries, he can assume more of the responsibility for shaping his own destiny. (*Continued on page 43*)

J. ROWLAND ILLICK, CHAIRMAN OF THE GEOGRAPHY AND GEOLOGY DEPARTMENT

Answers some questions regarding the intent, methods, activities, and results of work in geography.

GEOGRAPHY AT MIDDLEBURY

Q. What is geography?

A. Geography is concerned with the "what," "where," and "why" of human activities or how people and their activities vary regionally. To explain the differences which exist from place to place over the earth's surface, geographers collect, analyze, and integrate data from both the physical and social sciences. Such physical elements as landforms, climate, soils, fauna, vegetation, mineral resources, and location are examined and interpreted in terms of the distribution of people, their manner of livelihood, and their social and political patterns. Because the interaction of man with his environment is continuous and ever changing geographers seek to understand how world patterns have evolved.

Q. What is the function of a geography program at a liberal arts college such as Middlebury?

A. The liberal arts college is designed to provide broadly cultured and trained students to think rigorously about large and complex issues. Within this framework, the Geography Department has a dual function: (1) to prepare well-trained students for graduate school or business, and (2) to provide instruction in geography for students majoring in other fields. Students of geography are specifically concerned with the manner in which human groups modify their physical, biotic, and cultural environments, and in the way in which the various environments affect man. Geography's interdisciplinary structure is eminently structured to the liberal arts thesis of learning for some of the courses fall within the framework of the sciences while others lie within the social sciences or the humanities.

Q. What goals are established in geographic study and what skills are most useful in attaining the desired goals?

A. Geographers seek primarily to "clothe the map with significance" and to understand the "personality of place." To achieve these objectives, skills in observing, correlating, and interpreting the earth's physical and cultural patterns are developed. The ability to reason to logical conclusions when confronted by a mass of complex data is especially basic. Exploring, analyzing, and presenting interrelated facts and concepts is achieved in numerous ways by the geographer. It may involve oral or written techniques, or statistical, photographic, or cartographic methods.

When a geographer employs such thought processes and tools it strengthens his ability to visualize the "wheres" of the world and deepens his understanding of the "whys" of the action occuring in those places; it also provides him with a keen appreciation of the earth's lands and cultures, a primary essential in the training for national and international citizenship.

Q. When was geography introduced to the Middlebury curriculum?

A. The first geography courses, General Introductory Geography and Economic Geography, were introduced into the Department of Geology in 1922 by Phelps N. Swett. By 1950, sufficient courses had been added that a single instructor was busy with geography alone. Continued growth resulted in 2 full time geographers by 1956. Today the joint Geography-Geology Department is staffed by five men, three in geology (Professors Bruno M. Schmidt, Brewster Baldwin, and Peter J. Coney) and two in geography (Professors J. Rowland Illick, and Vincent H. Malmstrom).

Q. Is there any relationship between Middlebury's setting in the Champlain Valley of Vermont and opportunities for geographic study and research?

A. Few colleges have a more diversified physical landscape within their immediate hinterland. Classes in physical geography are able to examine lake, bog, marsh, valley, and mountain habitats within a 30-minute automobile drive. Igneous, metamorphic, and sedimentary rocks, as well as diverse climate, soil, hydrologic, vegetation, and faunal conditions are found within the study area. Glacial features also abound. Changing rural, urban, transportation and technological patterns provide challenges to the

Middlebury's
Long-Time Faculty

MISCHA H. FAYER

MISCHA H. FAYER was born in New York City but was educated in Russia where his parents took him at the age of two. Upon his return to the United States Dr. Fayer attended the University of Minnesota and secured the B.A. and M.A. degrees. He obtained his Ph.D. from Columbia University. His doctoral dissertation, *Gide, Freedom and Dostoevsky*, was hailed by the Nobel Prize winner, André Gide in a letter to the author as "perhaps the best work ever written about me." Dr. Fayer also studied at the Sorbonne, Claremont Colleges, and the University of Southern California.

Dr. Fayer is head of the Russian Department and Director of the Russian School and the Institute of Soviet Studies. After teaching in various collegiate institutions, Dr. Fayer came to Middlebury in 1943 to introduce the teaching of Russian. He organized the Russian Department with offerings leading to a major. Many Middlebury students have since majored in Russian and are now using the language in research, in government jobs, and in teaching at the high school or college level. In 1945 Dr. Fayer organized the Russian School which enjoys a high reputation for the excellence of its courses and its pioneer work and leadership in the field of Russian studies. In 1958 Dr. Fayer organized the Institute of Soviet Studies with the aid of a Rockefeller grant. Additional grants from the Rockefeller Foundation helped improve and expand the offerings of the Institute. The program of Russian Studies at Middlebury makes it possible for a student to start Russian as a beginner and to complete his work for a doctorate in Russian.

Dr. Fayer has traveled extensively abroad, has visited the Soviet Union twice, and has written and lectured widely on Soviet Russia. He is the author of *Simplified Russian Grammar*, a textbook for college students, which has gone through several editions and is used in many colleges and universities. He is also the author of *Basic Russian, Volume I and II*, a textbook for high school students, used widely in the United States and in Canada.

Commenting on the teaching of foreign languages, Professor Fayer said: "Throughout my teaching career I have tried to dispell many false notions about foreign languages. One of them is the notion that Russian is a difficult language. This view is usually held by people who never studied Russian or by those who would find any foreign language difficult to master. Russian is an Indo-European language and can be learned as easily as any of the other foreign languages commonly taught in our schools.

"The second notion is that Americans are less gifted than Europeans in learning foreign languages. This is sheer invention, and I speak on the basis of close observation of the methods and the results in the field of language teaching in many foreign countries.

(*Please turn to page 44*)

Professor Fayer

The Faculty Recommends . . . *books of merit*

MIDDLEBURY COLLEGE

WINTER 1965

VOLUME 1 NUMBER 1 • DAVID J. LITTLEFIELD, EDITOR

America: Past and Present—Mind and Milieu

ROY F. NICHOLS, *Blueprints for Leviathan: American Style*, Atheneum, 1963, $6.50.

The great popular vogue of the American Civil War has noticeably—and perhaps thankfully—subsided in recent years, but its varied legacy endures. Commemorations and costumed pageants aside, we are still met, as it were, to reexamine if not to dedicate portions of that huge battlefield; and it is, as it was for Lincoln, altogether fitting and proper that we should do this.

For the legacy is peculiarly haunting. The issues have lost none of their relevance. Merely to list the unsettled relationships at stake is sufficient: between white and Negro, state and nation, town and country, citizen and government, business and politics, majority and minority, civilian and military, corporation and individual. To be sure, the war settled none of these problems. But it did bring us face to face with them, as never before, and neither the problems nor our attitudes toward them have ever again been quite the same.

Behind these questions, finally, is the perpetual search for our identity as a society and as a people; not least of the anxieties that have dogged our history is that of wondering precisely who and what we are—and this quest, too, must cross the uncertain proving-ground of 1861–65.

In *Blueprints for Leviathan*, a thoughtful scholar has examined the war from a new perspective. Professor Nichols sees it "as part of an ancient pattern rather than as an isolated incident, as a part of a long contest rather than as a struggle merely of moment in mid-nineteenth-century United States." His larger context is political, spanning eight centuries. He outlines the process by which the Anglo-American community sought to design, improve, and operate a constitutional mechanism—the Hobbesian "Leviathan"—that would substitute order for force and rest essentially upon the consent of the governed. Although this process included periodic resorts to violence, a workable Leviathan gradually evolved in Britain (and after 1600 in America) through a complex accretion of written agreements, covenants, laws, compacts, charters, and constitutions.

The American version, utilizing English heritage and almost two centuries of colonial experience, took form during the Revolution and produced a Leviathan with several noteworthy innovations: an explicit blueprint, rather than the unwritten, unplanned British mechanism; a carefully balanced federal system; and an ingenious procedure for the creation of new and equal states within the federal structure.

This last device kept the republic "flexible and vital" through a continuous self-renewing process, as a host of territories—"the seedbed of American self government"—achieved statehood between 1790 and 1850. But continental expansion and rapid social and economic change demanded frequent constitutional readjustment, and the efforts proved insufficient. "In expanding societies there may on occasion come a time when growth exceeds the capacity to govern."

Two irreconcilable schemes for readjusting Leviathan emerged after 1850. The North, through the new Republican Party, demanded a readjustment that would reflect its growing numerical preponderance and satisfy its varied economic desires. The South, fearing engulfment and ruin, demanded a system that would perpetuate the political power it had hitherto enjoyed. A generation blinded by Romantic stereotypes and moral absolutes could find no basis for compromise. Upon Lincoln's election the Gulf states seceded, albeit less out of genuine desire for separation than in hopes that their new Confederacy would form the basis of an eventual reconstruction of the Union on Southern terms. The North would neither accept these terms nor permit the separation—and the war came.

Mr. Nichols then compares the wartime political operations of the Confederate and Union "Leviathans." Despite military achievement the Confederacy floundered politically, while Northern leaders prosecuted a vigorous war effort, destroyed slavery, and simultaneously provided subsidies long demanded by certain groups: free homesteads, railroad and college land grants, protective tariffs, a national banking system. Explaining the Union triumph in terms of superior political skill rather than manpower and resources, the author stresses psychological factors. Love of Union engendered a zeal in the North that helped its leaders surmount all challenges and guide the nation to victory, while a subconscious but ineradicable love of this same Union, even as they fought it, eroded the Confederacy's political talent and underwrote its ultimate failure.

The final chapter describes the "new Leviathan" that emerged after 1865. The federal system was preserved, yet the national government was greatly strengthened, and the Fourteenth Amendment defined a new concept of national citizenship. "The old sense of local rights, the privilege of independent state action, of community autonomy, had been superseded by a sense of superorganization and a

regional, economic, and political geographer. The continuing interaction between each of these factors provides a rich field for investigation by the regional specialist and planner. Many senior theses have been written on some aspect of Middlebury or its hinterland.

Q. What is the student response to the geography program at Middlebury?

A. Student interest and acceptance of the geography curriculum has been most gratifying. The growth has been particularly strong during the past three years or since the introductory year course was opened to freshmen and has satisfied the social science requirement for graduation. Approximately 250 students are currently enrolled in this course entitled "World Regional Geography." Each of the other geography courses attract from 25 to 70 students. About one third of all Middlebury students are enrolled in geography courses each semester. Approximately 30 students each year elect to concentrate in geography.

Q. What are the areas covered for a major in geography?

A. After the student is introduced to the fundamentals of geography in the World Regional, Physical, and Economic courses, he is trained in the methods of geographic research. Bibliographic, statistical, and field techniques are combined with experience in map and photo interpretation and the personal interview method of data collecting. Acquiring skills in cartographic representation of geographic materials is the next step. At the end of the junior year and continuing through much of the senior program, the student investigates a significant research topic and presents his findings in a carefully written document. Finally, during the senior seminar, an oral presentation of the research, graphically documented, is made before the seniors, the staff, and occasionally, invited experts. This training prepares the student to enter any field of geography.

Q. What are some of the basic problems confronting geographers today?

A. In view of geography's concern with man and the land, the most fundamental problems focus on increasing population densities and a finite physical base. Here are some specific questions. How many people can each part of the world support? How and where can man plan for future settlements, industries, and communication systems? How significant will the oceans be in providing minerals, food, and water in the future? How can the world's resources be used for the advantage of all, and how can inequalities in resources and people be adjusted or provided for in order to eliminate national tensions and war? What patterns will evolve as man enters outer space, and how will the technical revolution alter the man to resource ratio? These are questions that geographers can help to analyze in their capacity as a bridge between the physical and social sciences.

Q. What do students who major in geography do after graduation?

A. Three broad fields are open to geographers: the academic world, government, and business and planning. With the growing national awareness of the significance and usefulness of geography, new positions are being made available to geographically trained persons each year. The academic world, at all levels, continues to attract large numbers of geographers. Government employs members of the profession as map analysts, cartographers, map librarians, surveyers, archivists, and area specialists. Business continues to find the skills of geographers increasingly valuable in the fields of economic, marketing, and location analysis, transportation, promotion and development, cartography, editing and publishing, writing, foundation research, and consulting. City, state, and federal planning agencies provide geographers with expanding opportunities for practical application of their training as regional analysts.

Q. Does the Geography Department cooperate with the village and town of Middlebury or the State of Vermont in solving problems of regional development?

A. Yes. For many years, students and faculty have been active in producing studies of local, urban, and rural problems. Two years ago, when Village and Town planning committees for Middlebury were established, both of the geographers of Middlebury College were appointed to serve with the group. They also act as technical consultants to the Vermont State Planning Commission. An atlas of Vermont Resources is a current research project of the Middlebury Geography Department. Students in the department will have a major share in the completion of this atlas.

Q. What are the future plans of the Geography Department in terms of curriculum, staff, and space?

A. The geography department is currently cooperating with other departments in the Natural Science Division in projecting their curriculum, staff, and space needs in preparation for the construction of a new Science Center and increased student enrollment at Middlebury College within the next five years.

stitutions such as government, the foundation, and the university more and more accepts, absorbs, and even relies upon the intellectual. Mr. Hofstadter does not offer a resolution to this dilemma, for there is none. Nor does it detract from his valuable, well-documented, and important book to disagree with his point that society is the primary and inevitable enemy of intellect. Some of the most potent anti-intellectual criticism comes from the infighting among intellectuals, for dissent and criticism are the identifying attitude and product of the intellect. While there is no pious common ground upon which all intellectuals stand, they share a devotion to the life of the mind that in its intensity is pietistic, religious, and paradoxically fundamental.

Although this is, and intentionally so, a book with a thesis, the objective reader might well come away from it with the general qualification that America's weakness is, after all, at the same time its main strength: our problems, our conflicts, our dissents are what serve, finally, to give us definition as a complex and dynamic culture. Mr. Hofstadter's book has value both as history and as criticism of an aspect of life in America. It is comparable as criticism to books by such other great thesis-shapers of our culture and history as Parrington, Turner, Beard, Brooks, Veblen, and even Dewey. —Edward A. Martin

Mr. Martin is Assistant Professor of English and Assistant Director of the Bread Loaf Writer's Conference.

A Vanishing America: The Life and Times of the Small Town, edited by Thomas C. Wheeler, Holt, Rinehart and Winston, 1964, $9.95.

At a time when Americans are being constantly reminded of the numerous and complex problems arising out of our urban-industrialization, *A Vanishing America* is a refreshing reminder of our rural-agrarian heritage. It recalls "the vanishing phenomenon of small-town life" in America and is "a hymn to lost simplicity." In it different authors provide accounts of 12 towns representing various geographical areas: upper New England (Middlebury, Vermont, by W. Storrs Lee); the Middle-Atlantic (Pine Grove, Pennsylvania, by Conrad Richter); the Border South (Harrodsburg, Kentucky, by Thomas D. Clark); the Deep South (Holly Springs, Mississippi, by Hodding Carter); the short-grass plains (New Harmony, Indiana, by William E. Wilson; Choteau, Montana, by A.B. Guthrie, Jr.); the head-water region of the Mississippi River (Marine on St. Croix, Minnesota, by James Gray); the semi-desert Southwest (Nacogdoches, Texas, by John E. Weems; Chimayo, New Mexico, by Winfield Townley Scott); the Rockies (Telluride, Colorado, by David Lavender); the Sierra foothills (Red Bluff, California, by Oscar Lewis); and the Northwest rainforest (Forks, Washington, by William O. Douglas).

The local histories are as varied as their geography, yet all remain today relatively small. Some of these communities were settled in the 1600's, others in the late 1800's. Some were settled by Anglo-Americans, others by Spaniards, Germans, Scandinavians, or American Indians. Each author contrasts the rural beauty of the past with the urban ugliness of the present. There is nostalgia for the time when Americans enjoyed an intimacy with nature and held in reverence an agrarian economy tended by virtuous yeomen. There is a nostalgia for Yankee craftsmanship in Vermont, colorful lumberjacks in Washington, cattle drives in Texas, ante-bellum cotton plantations in Mississippi, and the spirit of "man against nature, where faith in strength is instinctive and right" in Colorado.

In 19th century America there were contrasts between regions. The Congregational church in Middlebury was as different from the abode structure of the Catholic church in Chimayo, New Mexico, as the Spanish rancher was different from the Yankee farmer. Today, we are told, regional individuality in America is disintegrating as we become standardized by our own folly. All the authors ask the same question: "In our quest for 'progress,' are we not forgetting the human values and the material enrichment of an earlier heritage?"; "In the process of shaping our environment, are we not destroying permanently a valuable relationship with nature which has influenced our human values in the past?"

Of particular interest to readers of the News Letter will be the account of Middlebury by W. Storrs Lee, '28, former Dean of Men at the College. Mr. Lee traces the history of Middlebury from the time of the first settlement of Connecticut Yankees to Middlebury's present status as a community specializing in tourism, "homogenized milk and homogenized education." Gamaliel Painter provided the early leadership, Yankee ingenuity provided the skill, and geography added the natural ingredients for a permanent settlement. Mr. Lee is quick to point out that Middlebury's rural charm today is as much the result of local pride as it is the fortune of happenstance.

If in our haste to bulldoze away our natural environment we have forgotten our rural heritage, *A Vanishing America* will serve to remind us how our nation was settled and how rapidly our environment has changed. Less than 100 years ago Choteau, Montana, was a vast frontier area where Indian wars were frequent; today these battlefields sprout Minutemen missiles!

I wonder how nostalgic we shall be when in 50 years we look back on our polluted air and water, scarred forests, diminishing wild life, urban slums, "modern-colonial" architecture and electronic music. It is doubtful we shall write, as Wallace Stegner has in his introduction to *A Vanishing America*, "In these towns, whatever their historical limitations, we were a reasonable species, in balance with the natural earth." —Peter R. Decker

Mr. Decker, Middlebury '57, is Assistant to the President and a guest contributor to this issue of Books of Merit.

Jane Jacobs, *The Death and Life of Great American Cities*, Vintage, 1963, $1.95.

This book decries the radical surgery now being performed on our American cities under the guise of urban renewal. Jane Jacobs argues that city redevelopment is more than the erection of stainless steel and glass buildings, more than high-rise housing, plazas, and underground parking. For her, redevelopment includes people and the

concept of it as an instrument of power that demonstrated its superior capacity to bring pride and gratification."

This is an ambitious volume, and its demands are heavy. It deals with a complex problem in complex fashion, ranging widely beyond conventional political themes into psychological, sociological, and cultural areas. The background knowledge it presumes may send hazy memories scurrying to textbooks for refreshment, and it requires both concentration and reflection. But such efforts are amply rewarded. Although few will agree with every conclusion, Mr. Nichols offers penetrating insights and pursues a challenging theme.

For his concern is deeper than the Civil War. While denying that history repeats itself, he feels that the conflict offers lessons for the present. He sees a similarity between the dramatic new horizons of this generation—in space, genetics, thermonuclear power—and those of 1860, when Americans had "a vast continent largely unpossessed but very rich in unrealized resources and opportunities . . . new sources of power, new population and new treasure." At times in history, he adds, men "release force and accumulate energy beyond their intellectual power to control." Our ancestors resorted to war, having briefly lost the cumulative Anglo-American skill at readjusting Leviathan in response to change. Only by unremitting and thoughtful application of this skill may we continue to demonstrate that "in the art of government the pen can be mightier than the sword, that in the mind of man rather than in his arm may be found his salvation." The author's challenge is neither easy to meet nor possible to ignore.

—William B. Catton

Mr. Catton is Associate Professor of History.

Richard Hofstadter. *Anti-intellectualism in American Life*, Knopf, 1963, $6.95.

While this book was generated initially by the anti-intellectual attitudes that emerged in "the political ferment and educational controversy of the 1950's," it has been ten years in the writing and it has a new and special relevance today: anti-intellectual attitudes have enjoyed a powerful resurgence in the politics of the right, and are a factor in the divisions that currently fragment the Republican Party. Mr. Hofstadter, who is De Witt Clinton Professor of American History at Columbia, begins with a history of anti-intellectual attitudes and their sources in American life; thus his book is also a history of intellectuals and how they have fared in our culture.

He writes first of the educated Puritan clergy, whose religious fervor was a quality not just of the heart but of the mind, too. Dissent was possible for these men. As dissenters and critics they performed one of the characteristic intellectual functions, and in many instances they were able to bring about the transformation of their environment. Moreover, the best of the Puritan intellectuals could be, on occasion, playful in their manipulation of ideas. Playfulness, dedication to the life of the mind, and dissent are characteristics of the functioning intellect. The Puritan clergy lost its power to what became the primitive evangelicalism of the Protestant sects, an evangelicalism struck through with hostility toward intellect and intellectuals. Mr. Hofstadter traces and documents the evangelicalism, showing the extraordinary continuity of its anti-intellectual bias down to the twentieth-century fundamentalists. He sees in evangelicalism and in fundamentalism a tendency to obliterate distinctions; in political life this means that the fundamentalist cannot accept the necessity for compromise, for he views politics as a Manichaean battleground where good struggles with evil. Then Mr. Hofstadter turns toward the secular and writes of the Founding Fathers as an intellectual élite closely involved in politics. A patrician class, it lost its power to an egalitarian movement when the qualities of the speculative mind were seen as evil and dangerous. Next Mr. Hofstadter examines what he calls "The Practical Culture," that is, business and its role as a source of anti-intellectual sentiments. With the rise of the self-made man came the glorification, along with egalitarian sentiments, of common sense and character, and ridicule of intellect, genius, or brilliance.

In the last two parts of his book Mr. Hofstadter's style and mode of presentation change to allow polemic, for he has an axe to grind. In the nineteenth century Americans turned to education as to a religion. But "the belief in mass education was not founded primarily upon a passion for the development of mind, or upon pride in learning and culture for their own sakes, but rather upon the supposed political and economic benefits of education. . . . The truth is that much of American education aims, simply and brazenly, to turn out experts who are not intellectuals or men of culture at all: and when such men go into the service of government or business or the universities themselves, they do not suddenly become intellectuals." In the main, American educational theory from the early nineteenth century to the present has been dominated by pragmatic and egalitarian sentiments. Mr. Hofstadter staunchly establishes the humane values of the liberal-arts tradition as his reference point for educational standards in a democracy. Ironically, of course, he thereby aligns himself with some of the most vehement, anti-intellectual detractors of progressive education in our century, many of them in the universities. Here is dramatized—unwillingly on Mr. Hofstadter's part—one of the dilemmas of the intellectual in America, for obviously Mr. Hofstadter is not himself anti-intellectual. Nevertheless, it is often true that the most telling anti-intellectual criticism is paradoxically furnished by other intellectuals who see themselves as on the side of the angels. Mr. Hofstadter in shaping his history tends to identify as a major source of anti-intellectualism what he calls "the village Protestant individualist culture." The value of this identification is not in its partial truth but in the dramatic framework that it provides for the structure of the book. The conflict between the provincial and the cosmopolitan has some of the characteristics of the Manichaean viewpoint that he associates elsewhere with the fundamentalist mind. There is, then, something fundamental about the intellectual's dedication to the life of the mind.

The conclusion of the book is about one dilemma of the intellectual today. To function coherently as critic and dissenter, the intellectual must preserve some degree of detachment from society. But society in the form of in-

Figuren, Kalauern, Wortspielen in ständigen Verrätselungen entdecken zu können. Alles wird auf die verfallenden Vorstellungen des Religiösen bei Kafka, dessen Judentum ungewiss und schwankend geworden ist, abgestimmt (Untertitel: "Travestien des Mythos"). Dass es dabei nicht ohne Gewaltätigkeit bei der Interpretation abgeht, versteht sich von selbst. Wenn etwa in *Die Verwandlung* von Bier die Rede ist, das die Tochter dem Vater zu bringen pflegt, so heisst es darüber bei Weinberg (S. 281): "Ein leicht alkoholisches Getränk, das bei Kafka für die Ausgiessung des (wahrscheinlich durch das Taufwasser) schon ziemlich verwässerten Heiligen Geistes steht." So geht es über 500 Seiten ohne Unterbrechung, doch steht zu befürchten, dass man am Ende von dem inneren Gehalt der Dichtung Kafkas nicht viel mehr weiss als vorher. Sokol dringt dagegen in klarer und, wie es scheint, fast unwiderleglicher Strukturanalyse zum tiefen Bedeutungsgehalt vor: Gregor Samsa (der 'Held' in *Die Verwandlung*) ist keine Christusgestalt (wie bei Weinberg), sondern ein tragischer Held. Er nennt ihn sogar "einen der tragischsten in der Weltliteratur, weil ihm auch die Menschenwürde, die 'schöne Form' der menschlichen Gestalt versagt bleiben muss." (S. 102)

Sokols Darstellung beruht auf eingehender Untersuchung und genauer Beachtung der Chronologie von Kafkas Werken. Lange Zeit stand die Interpretation der Germanisten im Schatten der Interpretation und Anordnung des ersten Herausgebers Max Brod. Heute ist man auch dabei, die Erzählerhaltung von Kafka mit zur Interpretation heranzuziehen. Das hat der deutsche Romanschriftsteller und Dramatiker Martin Walser mit tiefem Verständnis für die Romane Kafkas in seinem oben genannten Buche getan und ist dabei am entgegengesetzten Ende der Skala angelangt: Kafka wird von Walser als ein mathematisierendes Formtalent und rationaler Techniker interpretiert.

Die beiden zuerst genannten ostdeutschen Kritiker haben an die Vorarbeiten der Deutschen und Amerikaner anknüpfen können. Hermsdorfs Arbeit über Kafka, die sich auf seine Romane beschränkt und auf einer Doktordissertation über dessen Roman *Der Verschollene* (den Max Brod *Amerika* gennant hat) aufgebaut ist, legt dar, dass es dem Künstler Kafka darum ging, die Wahrheit hinter der Wirklichkeit zu finden, aber er spricht ihm dann ein Verständnis für die Verhältnisse und Umstände seines Daseins einfach ab, ja, er spricht mit Bezug auf die Detailbeschreibung in seinen Romanen von einer "Erkenntniskrise" des Dichters. Helmut Richter tut den nächsten Schritt in der Rehabilitierung Kafkas in der Literaturwissenschaft jenseits des Eisernen Vorhangs. An Hermsdorf anschliessend, aber ohne Untersuchung des "historisch-biographischen Tatsachenmaterials" und "Erörterung der ästhetischen Ansichten Kafkas" will er das Gesamtwerk Kafkas als Kunstwerk werten. Dass es sich dabei um eine stark marxistische Tönung handelt, ist nicht verwunderlich. So zeigt sich ihm im *Urteil* "der Reflex einer Gesellschaftsordnung, die den Menschen, der ihr keinen äusseren und inneren Widerstand entgegensetzen kann, entweder menschlich verkümmern lässt oder ihn gerade durch sein Streben nach einem wirklich menschlichen Leben korrumpiert." (S. 111) *Die Verwandlung* enthält als "Lebensproblematik" die "Gefährdung der Menschlichkeit durch die Anforderungen des bürgerlichen Erwerbslebens." (S. 117) Dabei spricht er in seinen Anmerkungen allen bürgerlichen Interpreten, wie etwa Tauber oder Emrich, jedes tiefere Verständnis für Kafkasche Gesellschaftskritik ab. —WERNER NEUSE

Professor Neuse is Chairman of the Department of German and and Director of the German Summer School.

LOOKING BACK . . .

ERNEST HEMINGWAY, *A Moveable Feast*, Scribners, 1964, $4.95.

Hemingway pays tribute to a love that many of us have had, the crystalline and capricious city on the Seine that is Paris. The book is essentially a collection of reminiscences concerning the years 1921 to 26 (when I was intermittently there) but written long after, from 1957-60. It has the quality of a first love, but the venom of Papa's mature years in his opinions of people affects what might have been simply charming.

The American expatriate of the 20's in Paris was a naive guest and not a citizen. His life was that of a mollusk or orchid growing independently but on a delightful support. The inflation that accompanied the period after World War I made living for the American inexpensive, which has certainly not been true for some time. There are many worlds in Paris to Parisians and these might be subdivided into *arrondissements* and then into squares. There have always been two worlds for Americans, the Ritz Bar on the Right Bank and the Cafe de Dome on the Left. Scott Fitzgerald felt comfortable on the former, Ernest Hemingway on the latter. This might in some way be a key to their final estrangement.

A lack of humour and sensitivity causes Hemingway to recall, derisively, the trip from the south of France with Scott Fitzgerald. The author of *The Great Gatsby* proved to be a man of courage in ekeing out a living to pay for the care of his insane wife and his daughter's education while sick and neglected in Hollywood. To write of Fitzgerald's hypochondria after his death seems beyond the pale even in a world of no holds barred. His observations regarding Zelda's determination to destroy Scott are hardly fresh.

Hemingway writes of racing but admits that just betting on horses at the track is not "going racing." Despite the fact that this was the age of Epinard, of Barnevelt and Tourbillion, he rarely mentions a horse by name. They are like the equine "vegetables" of Arcaro. I cannot imagine a horse without his or her name: Man of War, Regret, Native Dancer by Polynesian out of Feisha, Little Teamaker, Kelso, and Santa Claus. The names are the horses themselves and I expect to call and have them answer—whilst grazing in the Elysian fields. He turns in boredom with betting to an interest in bicycle racing and I have often felt that the appearance of Paul Morand's *Ouvert le Nuit* which treats of a six day race in Paris was an influence on his interest and style.

limited places where they amiably congregate, the sidewalk and the small neighborhood store, for example. She offers a needed corrective to the increasing tendency of city planners and administrators to overlook the human element in planning and redevelopment.

Cities are not merely aggregations of lifeless buildings isolated by acres of concrete; they are intricate organisms, pulsating centers of human enterprise and social relations. The "daily ballet" of the city walkways has an important function:

> A good city street neighborhood achieves a marvel of balance between its peoples' determination to have essential privacy and their simultaneous wishes for differing degrees of contact. . . . This balance is largely made up of small sensitively managed details practiced and accepted so casually that they are normally taken for granted.

"Drinking pop on the stoop differs from drinking pop in the game room," she maintains; and getting advice from "the grocer or the bartender differs from getting advice from an institutional lady who may be hand-in-glove with an institutional landlord." She sees as valuable the role of the small shopkeeper who "dispenses advice on domestic tranquility, the superiority of one ship model kit over another," as well as material goods. She attacks vigorously the fashionable myth that city streets and sidewalks are an inherently evil environment for human beings.

Planners and administrators fail to realize that order and balance is obtained through diversity; in their efforts to achieve architectural utopia planners all too often neglect the social side of the city. Rather than "superblocks," there should be smaller units through which "businesses and residences can flow"; rather than single-use zones, there should be in residential areas "places for human affairs," ground-floor shops, areas for social gatherings, work shops for the interested and the talented. Within the subdivisions of our sprawling cities there is need for "all kinds of diversity, intricately mingled in mutual support."

While some of Mrs. Jacobs recommendations are exciting and creative, others fall short of comprehending the complexities involved in the enormous taks of rehabilitating our cities. Nonetheless, she does develop with care and intelligence forcible, if unorthodox ideas of how a city must be arranged if it is to retain its economic and social stability. Their very unorthodoxy should instigate a re-examination of the existing urban planning principles of tear-down and rebuild. It is a book well worth the sympathetic attention of anyone who resides in or near an urban center.

—Norman W. Ofslager

Mr. Ofslager is Associate Professor of Sociology-Anthropology and Chairman of the Department.

KAFKA ÜBER ALLES

Five German books on Franz Kafka

Klaus Hermsdorf, *Kafka. Weltbild und Roman*, Berlin: Rütten & Loening, 1961, $1.50.

Helmut Richter, *Franz Kafka. Werk und Entwurf* (Neue Beiträge zur Literaturwissenschaft, Band 14), Berlin: Rütten & Loening, 1962, $4.20.

Walter H. Sokol, *Franz Kafka—Tragik und Ironie. Zur Struktur seiner Kunst*, München: Albert Langen—Georg Müller, 1964, $10.50.

Martin Walser, *Beschreibung einer Form. Versuch über Franz Kafka*, München: Hanser Verlag, 1961, 2. Auflage 1963, $2.60.

Kurt Weinberg, *Kafkas Dichtungen. Die Travestie des Mythos*, Bern-München: Francke Verlag, 1963, $14.50.

Die letzten vier Jahre haben uns in den oben angeführten fünf Büchern mehr als 1900 Seiten deutscher Kafkainterpretation beschert. Rechnet man noch das wegweisende Werk von Wilhelm Emrich über Kafka, das bereits 1957 in einer sehr teuren, aber erst 1964 in einer Paperback-Ausgabe (Frankfurt am Main: Athenäum Verlag) erschienen ist (446 Seiten) sowie die angekündigte Arbeit von Heinz Hillmann, die noch nicht im Buchhandel zu haben ist (*Franz Kafka. Dichtungstheorie und Dichtungsgestalt.* Bonn: Bouvier, etwa 200 Seiten), hinzu, so kommen wir auf über 2500 Seiten neuer Kafka-Literatur. Paul Reimann erklärt in einem Artikel 1957 (Weimarer Beiträge 4, 3. Jahrgang, S. 618), dass die "Untersuchung der wirklichen Problematik Kafkas . . . erst in ihren Anfängen" steckt. Interessanterweise stammt diese Feststellung aus der Sowjetzone Deutschlands und wird von Helmut Richter in seinem oben angeführten Buche mit Begeisterung aufgegriffen. Unsere beiden zuerst genannten Bücher kommen aus der Ostzone zu uns, wo man erst in den letzten Jahren sich mit Franz Kafka zu beschäftigen begonnen hat. Als der Berichterstatter im Jahre 1937 in einer wenig bekannten Zeitschrift (Books Abroad) einen kurzen Artikel veröffentlichte, war er der erste auf englisch in Amerika geschriebene über Franz Kafka. Dann aber setzte während des zweiten Weltkrieges eine wahre Flut von Artikeln und Büchern über den im Grossdeutschen Reich inzwischen verdammten Dichter ein. Seitdem hat die amerikanische Germanistik ihren wichtigen Platz in der Kafkainterpretation bewahrt, wenn auch im Nachkriegsdeutschland mit Männern wie Beissner und Emrich hervorragende Kenner erstanden sind. Von den oben genannten Verfassern sind zwei heute an amerikanischen Universitäten tätig, Walter Sokol an Stanford und Kurt Weinberg an der Universität Rochester, und das in vieler Hinsicht bahnbrechende Werk von Heinz Politzer, das englisch geschrieben ist (*Franz Kafka. Parable and Paradox.* Ithaca: Cornell University Press. 1962), entstammt ebenfalls der Feder eines Amerikaners in akademischer Stellung (Universität Kalifornien, Berkeley).

Die Bücher von Sokol und Weinberg sind bezeichnende Gegensätze. Während Sokol, dem Beispiel von Beissner und Politzer folgend, sich strikt an das von Kafka Erzählte hält und aus dem Inhalt und der Erzählweise mit ständigem Bezug auf die andern Werke des Dichters zu einer klaren und überzeugenden, tief schürfenden Interpretation gelangt, knüpft Weinberg an die spekulative Periode amerikanischer Kafka-Kritik an und hat in einer wahren *tour de force* so etwa alles zusammengetragen, was er glaubt, hinter dem gedruckten Wort an rhetorischen

Beginning Again includes portraits of a host of well known figures of the intellectual, literary, and political life of the period. Here are Duncan Grant, Clive, Quentin, and Vanessa Bell, Roger Fry, Lytton Strachey, Maynard Keynes, H. G. Wells, G. B. Shaw, T. S. Eliot, Morgan Forster, Beatrice and Sidney Webb, Arnold Bennett, David Garnett, Aldous Huxley, Rose Macaulay, Katherine Mansfield, Lady Ottoline Morrell, J. Middleton Murry, and W. B. Yeats. They form a glittering constellation through which the Woolfs move at ease, although Arnold Bennett is rather disarming at a dinner party given by Mr. and Mrs. H. G. Wells for the Shaws and the Woolfs. Leonard Woolf had reviewed Bennett's *Lord Raingo* rather unfavorably in the *Nation*. As they sat down to dinner, Bennett fixed him with his glittering eye, and said, with his characteristic stutter, "W-w-woolf d-d-does not l-l-like my novels."

Of all these giants, T. S. Eliot, whose *The Waste Land* was first published under the imprint of the Woolfs' Hogarth Press, emerges as perhaps the most engaging, once they had penetrated his formality, caution, and inhibition. Leonard Woolf includes a poem of Eliot's, doubtless hitherto unpublished; it is an acceptance of an invitation to tea:

> Be sure that Possums can't refuse
> A tea with Mrs. Woolf on Tues.
> And eagerly if still alive,
> I'll come to Tea with you at five.
> I'd like to come at half past four
> But have a business lunch before,
> And feel responsibility
> To do some work before my Tea,
> But please don't let the kettle wait
> And keep for me a cup and plate,
> And keep the water on the bile,
> A chair, and (as I hope) a Smile.

Beginning Again bears everywhere the mark of the liberal humanist who finds his civilization increasingly threatened by war and by the almost planned despoliation of the English countryside in the name of industrial progress. The voice which Leonard Woolf projects is genial, urbane, courageous, and enlightened. That voice is not humorless; at least one Sacred Cow among English institutions, the Athenaeum club, serves only one function for Leonard Woolf: "Indeed it sometimes seems to me that I pay 22 guineas a year for the privilege and glory of using its distinguished urinals six or seven times in the year—which works out at the rather heavy cost of round about three guineas a time." The volume closes with Leonard's and Virginia's ceremonial and reverential consumption of Belgian chocolate creams, unavailable during the war, as a symbolic reassertion of the value of life and the good things it offers. Hopefully, *Beginning Again* is not a conclusion; any reader of this volume will want to know more of Leonard and Virginia Woolf and of the continuously fascinating world in which they moved. —GEORGE W. BAHLKE

Mr. Bahlke is Assistant Professor of English.

CHARACTER AND CONDUCT

RUDOLF and MAGOT WITTKOWER, *Born Under Saturn*, Random House, 1963, $7.50.

Born Under Saturn is a book about artists and not about art. The subtitle accurately describes its scope: "The Character and Conduct of Artists: A Documented History from Antiquity to the French Revolution." Though the range of this book is considerable, the writing is never diffuse or vacuous from over-generalization. On the contrary, it is richly detailed and anecdotal, at times even racy and gossipy: inconsequential but delightful tidbits of information enliven nearly every page. For example, in a chapter headed "Extravagance Among the Italians" there is a description of Andrea del Sarto's contribution to a banquet given by an artists' club to which he belonged. It was a model of the Baptistry in Florence made of food: the columns were made of sausages and parmesan cheese, the pavement of multicolored jellies, simulating mosaic, the apse of marzipan; even lasagna was employed in its construction! One is introduced to several extravagant and pleasantly outrageous minor figures, esteemed in their time but now nearly forgotten. One such is the eccentric, Giovan Francesco Rustici (1474-1554), who owned a small private zoo. In it was a porcupine so tame "it stayed under the table like a dog, and sometimes it rubbed against people's legs so that they drew them in very quickly."

But sober subjects are also pursued: patronage, the artist's attitude toward his work, his economic status, his ambitions, feuds, professional jealousies, and the like. We learn that artists as a group are not given to suicide and that in the main they are law-abiding. And yet there were many shady characters, those, for instance, who faked Old Masters and "restored" antiques. Fakery was almost an industry in Italy in the 18th century. The Wittkowers provide us with evidence of a number of swindlers and even a half-dozen guilty of murder. The love-life of the artist is not neglected here. Contrary to common belief, most artists were good family men: some were celibates. But then there were a number who had a colorful and extensive sex life. The authors do not overlook what in the 16th century was called the "the unspeakable vice," namely homosexuality, although to be homosexual was then no barrier to social acceptability. In fact one Giovanantonio Bazzi (1477-1549), who was nicknamed "Sodoma" because of his behavior, was honored by the Pope with a title and sought after by patrons throughout Italy. Evidence leading to the belief that Leonardo da Vinci and Michelangelo were homosexual is reviewed and re-evaluated in the light of recent scholarship.

German scholars are generally admired for their zeal and capacity for research but not often for their presentation and style of writing, which tends to be ponderous, nor for their obsession with theoretical constructions. English scholars often impress us as fundamentally dilettantes who express themselves with grace, wit, and charm. Rudolf Wittkower, who is currently chairman of the Department of Art History and Archaeology at Columbia University, is German-born, but he spent most of his adult

Throughout the book are accounts of meetings with Sylvia Beach, Pascin, Ezra Pound, Wyndham Lewis, Ernest Walsh, James Joyce, Ralph Cheever Dunning, as well as an interesting definition of the term *Une Generation Perdue*. The people are rarely seen definitively, but chiefly in terms of their mannerisms, and particularly their physical appearances. A man of definite prejudices, the author closes the book with definitions of the pilotfish who is the discoverer of a place that the rich will follow and ruin. This apprehension makes him seem like one insistent on an unspoiled Vermont. It may be recalled that at Key West and elsewhere Ernest formed his own coterie and his earnings certainly did not mark him as impoverished.

The weaknesses of the book, and they might equally be thought of as strengths, are those of the writer. He is a picaresque novelist, a Cervantes brought up to date, seeing himself as a physically fit individual, the hero of his own works, with the gift of a graphic style derived from journalism. He was guilty of self-deception, as are many artists, and it is difficult to think of art creation without this flaw. For Hemingway was a Romantic and a cultist of the brave deed, the coup, the great event. He is one with Jeb Stuart, George Custer at the Little Big Horn, General Boulanger on horseback, Theodore Roosevelt at San Juan Hill and in Africa, General McArthur in Korea. If one cannot win, one should look well dying. Hemingway wrote of death as "that small but necessary business at the end." He also stated, "But once we have a war there is only one thing to do. It must be won. For defeat brings worse things than anything can ever happen in war." As to whether Hemingway died well, this reviewer remains silent. The novelist's adversaries were always full-sized: whole regimes rather than battalions, the elephant rather than the chamois, the shark rather than the bonefish. The final defeat of death is always in his eyes; he flirts with it and his own surrender came at the time of the loss of his physical vitality. To use a military term he was logistically inadequate.

I have perhaps seemed carping, but on the other hand, consider this vignette given to us after we felt him finished:

> "When spring came, even the false spring, there were no problems except where to be happiest. The only thing that could spoil a day was people and if you could keep from making engagements, each day had no limits. People were always the limiters of happiness except for the very few that were as good as spring itself. In the spring mornings I would work early while my wife still slept. The windows were open wide and the cobbles of the street were drying after the rain. The sun was drying the wet faces of the houses that faced the window. The shops were still shuttered. The goatherd came up the street blowing his pipes and a woman who lived on the floor above us came out onto the sidewalk with a big pot. The goatherd chose one of the heavy-bagged, black milk-goats and milked her into the pot while his dog pushed the others onto the sidewalk. The goats looked around, turning their necks like sight-seers. The goatherd took the money from the woman and thanked her and went on up the street piping and the dog herded the goats on ahead, their horns bobbing. I went back to writing and the woman came up the stairs with the goat milk. She wore her felt-soled cleaning shoes and I only heard her breathing as she stopped on the stairs outside our door and then the shutting of her door. She was the only customer for goat milk in our building."

Simple is as simply has been done and the magic still lives.

—Arthur K. D. Healy

Professor Healy is Chairman of the Department of Fine Arts and a noted painter.

Leonard Woolf, *Beginning Again: An Autobiography of the Years 1911 to 1918*, Harcourt, Brace & World, 1964, $4.95.

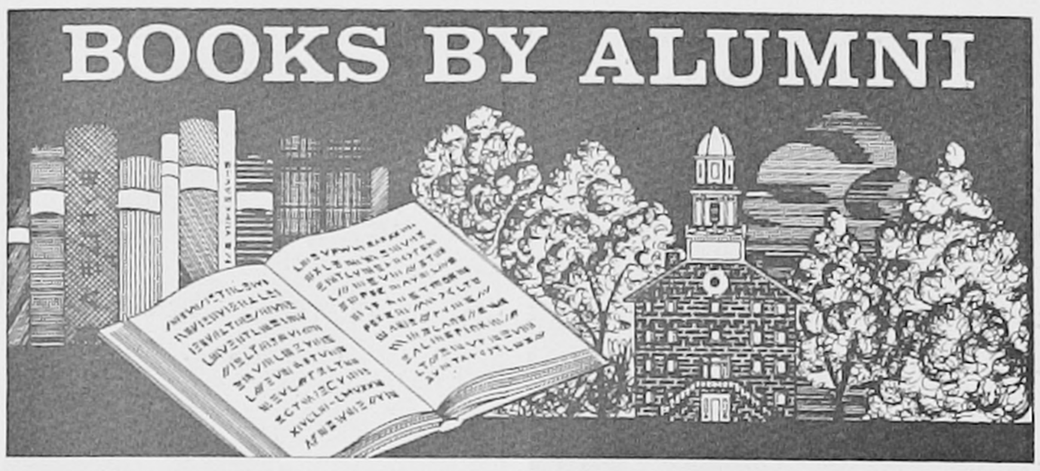
Leonard Woolf has been both historian, in *After the Deluge* and *Principia Politica*, and novelist, in *A Village In the Jungle*. *Beginning Again*, the third volume in a distinguished autobiography, confirms again the view that he is a literary figure in his own right and not just the husband of a major twentieth-century novelist, Virginia Woolf. The first two volumes, *Sowing* (1880–1904) and *Growing* (1904–1911), are an account of the author's childhood, his life as a student at Cambridge, and his work as a civil servant in Ceylon.

The present volume consistently sounds the *lacrimae rerum* note:

> There always were, as my nurse and Virgil said, lacrimae rerum, tears before evening. The use of the word rerum in the plural, by Virgil shows that tears were the same 2000 years ago as they are today; 'tears for things,' Virgil says, not for any particular thing—just tears before evening, as my nurse said.

The author's stance is that of mourner beside the grave of a civilization which he sees as having been interred by the outbreak of what came to be called the "Great War." He offers abundant evidence that such a point of view is not one he maintains idly. The world of the nineteenth century is beautifully evoked in his account of the life at Asham House in Sussex, which he and Virginia leased in 1912, and which provided descriptive details for her story, "Haunted House." A shepherd's wife, Mrs. Funnell, who "did" for them, making beds, cleaning, and washing, offers him an example of the continuity and value of the English rural tradition: "Within the limits of her profound ignorance of the world outside a four-mile radius from her cottage . . . she had sagacity, curiosity, intelligence."

One of the more interesting aspects of the book is his careful and detailed account of the mental illness under which his wife labored almost from the beginning of their marriage through her suicide by drowning in 1941. The full extent and nature of this illness has not been previously recorded. It seems remarkable that her ability to create was not destroyed by suffering. Repeated hallucinatory experiences, acute guilt and consequent refusal to eat, and several suicide attempts are part of the account. But, on the other hand, Septimus Smith in *Mrs. Dalloway* could probably not have been represented so tellingly if Virginia Woolf had not been able to transform her own experience of madness into art.



THE FISH IN MY LIFE. *By Murray Hoyt, '26, Middlebury, Vt: Crown Publishers, Inc.*

It is refreshing to find a fishing book written by a non-purist, i.e., one not averse to poaching or fishing with worms. The author has taken fish by nearly every means conceivable, including spearing them, trapping them with a 1000-yard seine, and shooting them with a rifle. In his own words he admits, "I had caught fish on heavy instead of light tackle, had helped net them, had poached them, had gigged them. And I had . . . traded them for other food items. But here at last I had taken the final step. I had sold my fish for filthy tainted money." This all seems very unsportsmanlike unless one understands that Murray and his wife, Marg, survived the Depression on what he took from sea and lake.

Murray Hoyt

As in past books and short stories, Murray writes well and fluently. The book is full of humor, much of it turned on himself. And it is absorbing reading whether you fancy yourself a fisherman or not.

One does not have to be a fishing enthusiast to be enthusiastic about Murray Hoyt's fishing. Anyone can enjoy the story of how he dropped a line behind a West Coast freighter and caught a dolphin, only to lose his rig to an avaricious tuna. Or the time he drove a gig into a shark which proved equally disastrous. Murray's angling autobiography makes fascinating, and often hilarious, reading.

The author conducts a tourist business at Owl's Head Harbor in Panton, Vt., during the summer, and in the winter and spring resides in Middlebury and Florida. Many of his articles and stories have appeared in some of the nation's leading magazines.

THE HOUSE OF THE SEVEN GABLES. *New edition prepared by Hyatt H. Waggoner, '35, West Barrington, R.I.: Houghton Mifflin Company*

For the first time since its original edition of 1851, Nathaniel Hawthorne's *The House of the Seven Gables* is available in an edition based on the author's own manuscript—thanks to the original scholarship and intensive research of Hyatt H. Waggoner, Professor of English at Brown University.

The new Riverside Edition, published this fall by Houghton Mifflin Company, is in fact closer to Hawthorne's original than was the first edition, which suffered numerous unnecessary alterations by overzealous printers.

Hyatt Waggoner

Hawthorne's manner of punctuation, like his literary style, was old-fashioned even for its time, Dr. Waggoner points out in his introduction, and his writing—much-qualified, hesitant, circling, multi-visioned—is best appreciated when read as he punctuated it, to show pauses and emotion rather than to indicate grammatical structure.

To recapture the author's original rhythm and tone, Dr. Waggoner—in preparing the new edition—collated Hawthorne's manuscript with the first edition, incorporating only minor spelling corrections from the latter. He has added a critical introduction to the work and an appendix which reproduces five manuscript pages.

Chairman of the American Civilization Program at Brown, Dr. Waggoner has published extensively in scholarly journals. His books include *Hawthorne: A Critical Study*, called by many reviewers the finest study of Hawthorne ever written.

Riverside Editions are Houghton Mifflin's series of paperbound critical editions of American, British, and Continental classics, designed principally for use in college literature courses. Many—like Dr. Waggoner's *The House of the Seven Gables*—have been hailed as original contributions to scholarship.

Dr. Waggoner is residing this year in Rochester, Vt., and will be a member of the staff of Middlebury College's Bread Loaf School of English this summer.

THE RELEVANCE OF EDMUND BURKE. *Edited by Peter I. Stanlis, '42, Trenton, Michigan: P. J. Kenedy & Sons*

The remarkable revival of interest in the writings of the political philosopher, writer and statesman Edmund Burke makes timely the publication of the integrated papers included in this recently published volume. Each discusses Burke's concepts of Natural Law and of constitutional procedure in connection with an important contemporary issue.

Peter Stanlis

Peter Stanlis deals with Burke's norm of politics—the enduring standards of order, justice and freedom—and applies them to the present role of the United States when new nations turn to us for normative understanding. Other contributors to this volume include: C. P. Ives who argues that Burke's concept of legal order is opposed to the making by the courts of quasi-political and legislative decisions; Francis Canavan who stresses Burke's belief that reform is constantly necessary to preserve the good of the existing order, but that changes in the social fabric must be brought about through reason and common sense—otherwise societies become the prey of ideologies and political fanaticism; Ross Hoffman who shows (*Please turn to page 44*)

life in England. In *Born Under Saturn* he and his wife combine lucidity and a felicitous style with profundity and learning. They bring together the best aspects of German and English scholarship in a way that wins the respect of the most exacting *savant* and delights and entertains the cultivated non-specialist.

—Robert F. Reiff

Mr. Reiff is Associate Professor of Fine Arts.

Bernard Berelson and Gary A. Steiner, *Human Behavior, An Inventory of Scientific Findings*, Harcourt, Brace & World, 1964, $11.00.

Did you know that

Creativity is not simply a matter of intelligence. A high I. Q. is necessary for creativity in some fields (e.g. nuclear physics), not in others (graphic arts), and is never sufficient. Highly intelligent subjects are found in low creativity groups in virtually every study. (C6)?

The more respected and better liked the officer, and the more he shares deprivations with his men (such as unpleasant tasks, poor food and quarters, dangers, etc.), the better the officer-enlisted man relationship, the more cohesive the military group, the better the men's morale, and the more effective the performance. (E6)?

As a result of prejudice and discrimination, both the majority and the minority group develop a heightened awareness of the minority's distinguishing characteristic(s) that leads to delimited relations and stereotyping on both sides. (D1)?

These are a few of the 1045 "scientific findings" presented in *Human Behavior, An Inventory of Scientific Findings.* The authors set out "to present . . . what the behavioral sciences now know about the behavior of human beings," a virtually impossible undertaking, but they come remarkably close to achieving their aim. An enormous amount of information is summarized, categorized, and served up in carefully numbered statements. A sympathetic reader can run through them and be deeply impressed by the amount of "factual" knowledge about human behavior we possess today. A reader less sympathetic can run through the same material and confirm his suspicion that behavioral scientists spend most of their time discovering the things he already knows intuitively. Each would have some justification for his conclusion; both would have missed the chief value of the book.

The real merit of *Human Behavior* lies in its two introductory chapters, in its definitions, experimental summaries, references to sources, and in the discussions which appear throughout the book. These more than the "factual" data present a picture of the state of the behavioral sciences today, for they take cognizance of problems in devising experiments and collecting data, the built-in limitations and qualifications within which these data must be assessed, problems of language and definition that must be solved, problems of generalization from observed datum to a population, and so forth.

For one who has been out of touch with the behavioral sciences for a decade—or two, or three, but who wishes to be well-informed, this book is ideal. A study of the first two chapters, supplemented perhaps by some of the "selected readings" at the end of Chapter Two, will prepare him to read in detail those sections which interest him. Few readers will want to read the book from beginning to end, though many will have read most of it before putting it down.

—Frederic W. Swift

Mr. Swift is Lecturer in Psychology and Acting Dean of Men.

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Berelson and Steiner	Human Behavior	$11.00	☐
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same to be named the J. W. Abernethy Professorship of American Literature, the income and interest of said sum to be used for the support of such professorship."

It is to this endowed Chair that "Doc" Cook has been named. He has been a full professor since 1932 and, as reported in the last NEWS LETTER, has served as Director of Middlebury's Bread Loaf School of English from 1946 until his resignation last August. The Cooks have been on leave in California this past fall term. My readers hardly need be reminded that Mrs. Cook is the former Nita Pritchard, '26.

Dr. Albert Davis Mead, a native Vermonter, was a Phi Beta Kappa graduate of Middlebury in the class of 1890. Following several teaching assignments at Clark University, Chicago University, and the Woods Hole Laboratory and the completion of his work for the Ph.D. at Chicago in 1896, he became instructor and within a year, professor, at Brown University where he served until retirement in 1936. He was Vice-President of Brown from 1923–1936 and for many years Trustee of Wellesley College and Middlebury College. It was Dr. Mead who proposed to President Moody that with the growth of the College in the thirties (1937: student enrollment 731, faculty 68) the administration of academic affairs might better be delegated to a divisional organization of the faculty, the divisions to be based upon cognate subject areas. We have continued under a divisional structure since that time and its value in providing the machinery for discussion of controversial issues has been greatly enhanced as the faculty has increased in numbers.

Dr. Mead was a generous benefactor of the College and by vote of the Trustees on January 8, 1949 his bequest was "set up as a permanent fund to be known as the Albert D. Mead Fund, the income to be used toward the support of a Professor of Biology in Middlebury College."

On November 13, 1964, President Armstrong announced the appointment of **Professor Harold B. Hitchcock** to the Chair in Biology established in Dr. Mead's memory. Dr. Hitchcock is a well-known authority on the behavior of bats. His research in the study of migration and sex ratio of hibernating bats has been supported by grants from the National Science Foundation and the American Academy of Arts and Sciences. Dr. Hitchcock has been a member of our faculty since 1943 and has served as Chairman of the Department of Biology since 1947.

Dr. Grant H. Harnest becomes the "John G. McCullough Professor of Chemistry." This Chair was established by gifts of Mrs. John G. McCullough and her son, Dr. Hall Park McCullough. Neither John Griffith McCullough nor Hall Park McCullough were Middlebury undergraduates but both received honorary L.L.D. degrees from Middlebury, the first in 1900 and Hall Park in 1953. Both had distinguished careers as lawyers and each served the College as Trustee for many years.

Dr. Harnest is a graduate of Knox College and joined Professor Voter's staff of graduate fellows in Chemistry in 1937. His Middlebury M.A. in 1939 was followed by a doctorate at the University of Virginia. He then returned to Middlebury as an Instructor in 1943 and became Chairman of the Department upon the death of Professor Voter in 1953. Professor Harnest is chairman of the committee of faculty members which is planning Middlebury's proposed new Science Center.

Other endowed Chairs currently held are the George Adams Ellis Professorship of Liberal Arts, established in 1956, held by Professor Karl L. Anderson of the Economics Department and the John C. Baldwin Professorship of Mathematics and Natural Philosophy, established in 1866, held by the writer.

Forefathers' Day Thoughts

By Professor Arthur K. D. Healy, '24

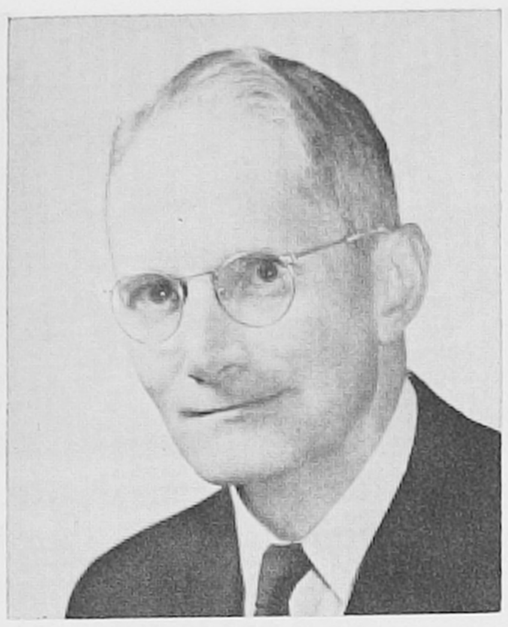
I have sought Professor Healy's permission to share with my readers his thoroughly delightful and informative remarks on the occasion of the annual Forefathers' Celebration in the Congregational Church on December 17th. Many Middlebury alumni were awarded their degrees in the beautiful sanctuary of this church during the 1920s and 1930s when, prior to the installation of side balconies in Mead Chapel, it was the largest auditorium in the Village. J.G.B.

I HAVE written my talk and will read it, having had it clocked by a student. If I spoke extemporaneously I would seem to be part of a filibuster, and we would be here tomorrow morning.

Dr. Catton, Dr. and Mrs. Armstrong, Madam Swift, Rev. and Mrs. Hawley, Rev. and Mrs. Thomas, Father Ward, Honored Guests, Fellow Gourmets, I wish to express my pleasure in being here. Over thirty years have passed since I had the honor of addressing this festive gathering. If memory serves, Mr. Archibald MacLeish was the honored speaker and the kindly Dr. Moody asked me to say a few words as a newcomer. It is expected of one, perhaps, to entertain at this hour. I can, however, remember no stories suitable to a moment of relaxation but one, which necessarily has to be my favorite. An Edwardian gentleman met a wit on a street in London and said to him, "My dear (*Continued on next page*)

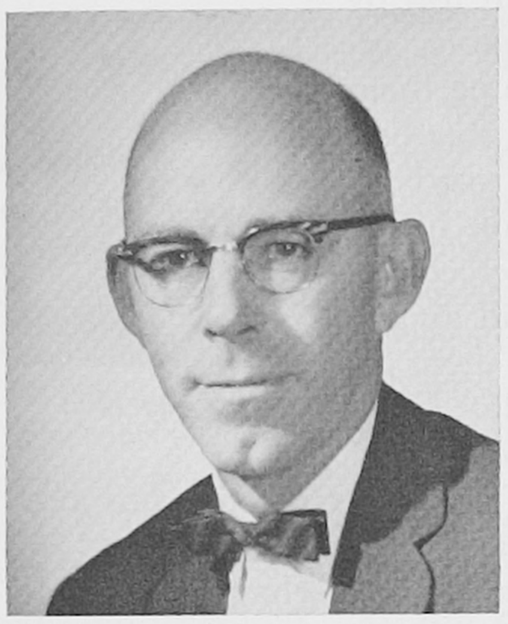
With Our Faculty

By Professor John G. Bowker, Dean of the Faculty
Guest Contributor: Professor Arthur K. D. Healy



Dr. Ballou

Dr. Cook



Dr. Harnest

Dr. Hitchcock

Four senior professors and department chairmen were named to endowed chairs by President Armstrong last November in recognition of their continued long and distinguished service to the College.

Dr. Donald H. Ballou, who joined the faculty in in 1942 and was promoted to a full professorship in 1956, has now been named "Beman Professor of Mathematics." Dr. Nathan S. S. Beman was among the earliest graduates of Middlebury having received his A.B. degree in the Class of 1807 with Phi Beta Kappa honors. He later earned A.M. and D.D. degrees. In 1824 Middlebury awarded him the LL.D. degree and he became a Trustee of the College in that year. The minutes of the meeting of the Board, August 13, 1872, reveal that at one time Dr. Beman was offered the Presidency of the College and actually served as Acting President on two occasions. He attended Trustees meetings faithfully for nearly fifty years and "exerted an influence for the College healthy and widely felt." He served as pastor of several churches in Maine, New York, and Georgia during his lifetime and was President of Franklin College in Athens, Georgia for a period. When he died in 1871 he left a legacy to the College to establish a "Chair" upon the death of his surviving daughter.

Professor Ballou has been Chairman of the Mathematics Department since 1954. During the year 1951–52 he was appointed a Carnegie Fellow and Visiting Professor at Yale in the Program in General Education. He received his A.B. from Yale and earned his M.A. and Ph.D. at Harvard. Donald is co-author of three mathematics texts which have been widely used. Mrs. Ballou is the former Dorothy Pollard, '29.

Dr. Reginald L. Cook, '24, Rhodes Scholar at Oxford 1926–1928, and a member of the Faculty since 1929, has been named to the Julian W. Abernethy Professorship in American Literature.

Julian Abernethy graduated from Middlebury College in 1876. His legacy received by the College in 1928 provided funds "to be held by the College and invested, and the income thereof to be expended yearly in the purchase of new books, primarily of American Literature, and old books of American Literature, especially pertaining to the Colonial Period,—and for the proper care of this Library." This Library now contains over 10,000 volumes in first edition and with about 1,000 manuscripts and autographed letters of American authors comprises an outstanding collection of American Literature. For the past six years Dr. Grace S. Davis has been full-time curator of the Abernethy Library.

Dr. Abernethy (Yale Ph.D.) was a tutor in English at Middlebury College for the year 1880–81 and the following year was named Professor of English Literature at Adelphi Academy, Brooklyn, New York, a position he held for ten years. He served Middlebury again as Trustee from 1901–1923, the year of his death. The Library contains his own writings on "American Literature," "English Literature," "Correct Pronunciation," and a volume of annotated idioms of Milton, Coleridge, DeQuincy, Dickens, Lowell, and Carlyle.

Another section of Dr. Abernethy's will provided a generous sum "to be held by said Middlebury College for the purpose of founding a Professorship of American Literature in said Middlebury College, the

With the Middlebury Alumnae Clubs

ADOPTION of the Gertrude Cornish Milliken Scholarship Fund as the national project of the Alumnae Association marks the third time the Association has embarked upon a major scholarship drive. The sum of at least $10,000 is to be raised by June 30, 1967 through a national Alumnae Association project and through individual club projects as the Association's share of the Ford Challenge Program. The national project, the sale of pure Vermont maple syrup, is already well under way.

Mrs. Milliken

Our purpose in establishing this new scholarship is twofold. It will help to bridge the gap between the amount of scholarship money available to men students at Middlebury and the amount which can be offered to women. This is an area which has long been of concern to the alumnae and one in which they have always worked with enthusiasm.

In setting up this fund we also take the opportunity to honor Mrs. Gertrude Cornish Milliken, '01, a distinguished alumna and educator who has served her alma mater long and well. After several years as a member and chairman of the Advisory Board of the Women's College she became one of the first two women to be elected to the Board of Trustees. She was the first woman to be elected a life member of the Board and is now our first and only Trustee Emerita. In naming our new scholarship the Gertrude Cornish Milliken Scholarship Fund we express our gratitude and appreciation for Mrs. Milliken's continuing advice and interest as well as for her previous services to the Association and the College.

Mary Williams Brackett, '36
President, Middlebury Alumnae Association

PROFITS from the Middlebury Alumnae Association's national project, the sale of Vermont maple syrup, and other sources have provided during the pre-Christmas season a sum of approximately $750 for the Gertrude Cornish Milliken Scholarship Fund, the co-chairmen Dorothy Laux O'Brien, '45, and Margaret Drysdale Price, '49, have announced. The sale of this Vermont product will continue throughout the year with special emphasis again in the Spring, 1965. To achieve this profit, a total of 1500 quarts of syrup have been sold for Christmas gifts and holiday feasting for the ultimate benefit of the Middlebury College Challenge Program.

(*Please turn to page 44*)

Candidates for National Office In the Alumnae Association

IN JUNE, 1963, a revision in the By-laws of the Middlebury Alumnae Association was made changing the election procedure for its national officers. In accordance with the election procedure adopted at that time, the Nominating Committee, headed by Shirley Miller Stearns, '45, announces the single slate of candidates for the national offices of vice president and delegate-at-large each to serve for a two-year term, 1965–67. Additional nominations may be made by petition, signed by ten members in good standing and filed with the Alumnae Secretary by April 1, 1965. In the event of a contest, the complete slate shall be mailed to all members of the Association by May 1, 1965. If there is no contest, the candidates shall be elected by voice vote at the annual meeting in June.

For Vice President
of the Middlebury Alumnae Association

Mary Nelson Loud, '41, born Yonkers, New York; prepared for college at Newton High School, Newton, Massachusetts; A. B. Middlebury, 1941; graduate study at Harvard University, summer, 1942. Teacher of French and Spanish, Ilion High School, Ilion, New York, 1941–43; Special Contract Writer, Group Department, John Hancock Mutual Life Insurance Co., Boston, Massachusetts, 1943–51. Married Willard H. Loud, Jr., 1948. Corresponding Secretary, 1959–61, President and Alumnae Council representative of the Boston Middlebury Alumnae Association, 1961–63; member of the Special Nominating Committee for Alumnae Trustee, 1963–64. Address: 19 Wildon Road, Wellesley, Massachusetts.

Mrs. Loud

For Delegate-at-Large
of the Middlebury Alumnae Association

Frances Gale Dulac, '32, born Winchester, New Hampshire; prepared for college at Thayer High School, Winchester; A. B. Middlebury, 1932; M. A. Middlebury, 1937; further graduate study at University of Colorado, 1941; Columbia University, 1944; New York University, 1944–48; University of New York at Albany, 1955; permanent certificate in guidance, 1957. Teacher of French and Latin in New York State High Schools, 1932–42; guidance counsellor and teacher of French, Manhasset, Long Island, 1943–50; assistant to Dean of Students, Ithaca College, 1950–51; chairman of guidance department, Niskayuna High School, Schenectady, New York, 1956–. Married E. Barton Dulac, 1949. Active in New York State Association of Deans and Guidance Personnel, 1956–. Alumnae Council member 1958–64, member of Eleanor S. Ross Scholarship Award Committee, 1958–61, member of the Plaque Committee, 1961–64; chairman, 1963–64. Address: 1447 Dean Street, Schenectady, New York.

Mrs. Dulac

fellow, have you heard this one?" The reply was, "No, but I have the most awful feeling I am going to." This pallid anecdote is my contribution to ambiance.

In that era of the thirties I remember being very graciously welcomed and I realized that it was a most special honor to be with them. In those days it seemed to me that our town had many "characters," and by that I mean individuals who expressed themselves with a spirit of independence. I have stayed so long waiting for some mislaid laundry that I am afraid that I have become a character myself.

I have painted your landscape and houses, delved into your history, collected and written of your art, enjoyed and arranged your celebrations, dropped in to your places of devotion, paid our taxes, ridden your horses, shot your grouse and ducks, missing many of them, caught your fish and sometimes released them, run for State offices, but retired in time not to be elected, and taught some of your children. In all of these endeavors I have made many errors and your forbearance has done much to alleviate my sense of guilt. I may never succeed in being a Vermonter but I like to think of myself as a friendly Indian. And when I think of myself as an Indian, it is with the realization that many of the concepts of the enduring Five Nations were incorporated into the Declaration of Independence. In the course of time I have lost old friends of that era, many of them often seen at these gatherings—Mrs. Mary Manchester, Mrs. Maud Warner, George Dugald and Benjamin Steward, Judge Button, Professor Raymond White, Professor Hathaway, the truly wonderful Dr. S. S. Eddy, Jr., Mr. Earl Cushman and Judge Donoway. At this joyous season it is well to temper one's spirit by recalling them with affection.

The room that we are in necessitated a change in the structure of this truly neo-classical church. It might be of interest to the Toastmaster and to Revival pundits if I were to recall how the building is related to Roman Architecture. Vitruvius in the 3rd. Century A.D. left us a record of the proportions and detail of the Classic Orders, Doric, Tuscan, Ionic and Corinthian. The codifications were amended and reused by such Renaissance architects as Brunelleschi, Alberti, Bramante, Scamozzi and Vignola. Palladio published his versions in 1570 in his Quattro Libri dell Architecttura. These were translated in 1663 after Inigo Jones and Wren studied in Italy. A further version of Scamozzi's was translated in 1669. We had a complete one in 1715 and Colin Campbell's Vitruvius Brittanicus, which I was able to buy in London for very little for the Middlebury College Library, was published in 1717. These are engraved plates of many British houses no longer in existence because coal was found below the level of their basements. The "Georgian" style and not what is ordinarily termed "Colonial" developed from them. Theoretical treatises and popular handbooks were derived from them: Joseph Primatt's *City and Country Purchaser and Builder* in 1667, Joseph Moxon's *The Art of House Carpentry in 1694* and *Mechanick Exercises, The Art of Bricklayers* in 1700. Further works by such architects with such fascinating names as Robert Morris, Abraham Swan, William Halfpenny, Batty Langley and William Pain were published up until the end of the 18th Century. These were used by Bullfinch and McIntyre in Massachusetts, changing the proportions to the use of native wood and by Asher Benjamin in Connecticut. The latter also published his codifications. Our earliest settlers came from this latter state and our Mr. Lavius Fillmore, after creating Congregational Meeting Houses in East Haddam, Connecticut and Old Bennington, Vermont, was invited by Mr. Gamaliel Painter to design this church. Mr. Fillmore went on to design a church in Sherbrooke, P.Q., since burned down without record, and also designed Saint Stephens here at a later date, a modest and logical discovery of mine. It was only reasonable that if in the changing taste of the time Bullfinch designed in competition a Neo-Gothic White House for our President, Fillmore might have designed as well the Episcopal Church, and with the kind permission of the Minister, I found a receipted bill for his services in the records of the Church. A very personal sense of invention is noticeable in the Corinthianesque Palmette capitals that crown the columns which sustain the balcony up-stairs. It is reported that the pulpit was in the center with box pews, but this is difficult to accept after a study of the Old Bennington Meeting House, with its Palladian Window above the pulpit, also common to Middlebury. So you can understand that they certainly are linked with the classical past.

If in 336 A.D. the Roman Emperor Constantine supported Christianity and condemned the worship of Apollo, whose oracle had let loose the persecution of Diocletian, today religious believers of all faiths and even skeptics seem to move towards a unification of forces against the common enemy, the religion of the state that in its many variations we call Communism. Oddly out of respect for modern technology the consecrated auditoriums of the West have abandoned these Neo-Classical envelopes. Paradoxically, the countries beyond what Sir Winston Churchill referred to as the Iron Curtain retain them. Value judgments in our world are much more difficult than they were at the time of the courageous landing at Plymouth. The world is much larger, the dark forces of intolerance are still with us, and our problem is to incorporate the spirit of these early settlers with sensitivity.

In New York City an American is honored today. The recent speech of Reverend Martin Luther King accepting the Nobel Peace Prize in Stockholm and in the spotlight of the world's and our attention in particular should startle us into the realization that we still have promises to keep.

I wish to thank those responsible for the opportunity of my being here, and I hope the laundry does not show up.

Editor's Note: Professor Healy at the end of his address said: "This contemporary reference was an attempt on my part to correlate my slight contribution with the major and scholarly one delivered in the church upstairs and before the dinner by Dr. Bruce Catton. Dr. Catton talked of the capricious fate that ended the lives of Presidents Lincoln and Kennedy. The former by his Emancipation Proclamation and the latter by his battle for Civil Rights and the resultant opposition to them, brought to my mind the poem by Mr. Robert Frost, originally part of the Blashfield Address delivered at the Joint Ceremonial of the American Academy of Arts and Letters and the National Institute of Arts and Letters, published in 1951, "How Hard It Is Not To Be King When It's In You And In The Situation."

Hastings St., Portland, Me. *Alumni Fund Chairmen:* **William E. Dorn,** 292 Shore Rd., Burlington, Vt. **Eleanor Benjamin Clemens,** 36 Mill Lane, Hingham, Mass.

Emery Emerson is an electrician with Martin Emerson Electrical in Dalton, Mass., and is living at 8 Richardson St. in Cheshire.

1933

Class Secretaries: **Fenwick N. Buffum,** 2013 No. Jefferson St., Arlington, Va. **Virginia Whittier Warthin,** 810 Neponset St., Norwood, Mass. *Alumni Fund Chairmen:* **Dr. Anthony G. L. Brackett,** 16 Cherry Lane, Wilton, Conn. **Hazel Brown Stefaniak,** Maple St., Stowe, Vt.

The **Rev. George Owen** assumed his duties as pastor of The United Church of Deltona in Deltona, Fla., early in January; the address for him and his wife, **Christine Jones, '32,** is 685 So. Hartley Circle, Deltona. The **Rev. Rollin Campbell** and his wife, **Helen Dawson, '37,** are now living at The Methodist Parsonage in Remsen, N. Y. **Richard Roberts** will assume his duties on March 1 as executive director of the Connecticut Junior Republic in Litchfield, Conn. As executive director Mr. Roberts will manage and head the operations of the many-sided treatment program at the Junior Republic which serves Connecticut's troubled teenage boys from 13½ to 15 years of age. Mr. Roberts has been probation director for the State of Connecticut Juvenile Court, first district. He has a social work degree from Fordham University, attended Yale Law School where he took special courses on law and social work and for nearly three decades has been a professional case worker.

1934

Class Secretaries: **Dr. Curtiss B. Hickcox,** 30 Rosedale Rd., West Hartford, Conn. **Clara M. Heminway,** Manchester, Vt. *Alumni Fund Chairmen:* **Dr. Edward Stefaniak,** Maple St., Stowe, Vt. **Dorothy Wunner Woodward,** 247 Prospect St., Stoughton, Mass.

Carl Seymour is stock room foreman at the Lund Ski Factory in Laconia, N. H., and is living at 11 Jameson St. in Laconia.

1936

Class Secretaries: **Douglas T. Hall,** 225 Park Ave., Mahtomedi, Minn. **Phyllis G. Sanderson,** 35 Abbott St., Beverly, Mass. *Alumni Fund Chairmen:* **William H. Finigan,** Market Research Dept., The National Cash Register Co., Dayton, O. **Velma Sutliffe Francis,** 521 Pelham Manor Rd., Pelham Manor, N. Y.

Bernard Rumpf is completing twenty-two years with the Miami Police Division, sixteen years as sergeant and four years as bailiff of the Municipal Court; his address: 1055 W. 75th Ave., Miami, Fla. **Louise Hutchinson** is attending the University of Pennsylvania this year to work toward a Master's degree; her address until May 1965: 3929 Walnut St., Philadelphia.

1938

Class Secretaries: **Paul B. Guarnaccia,** 52 Coach Lane, Fairfield, Conn. **Madeline Buttles,** 25 Champlain St., Brandon, Vt. *Alumni Fund Chairman:* **Henry M. Richardson,** 202 So. Grove St., Tarrytown, N. Y.

Dr. Jack C. Keir has been named associate dean of the American College of Life Underwriters, Bryn Mawr, Pa. After graduating from Middlebury he received his M.A. from Tufts and his Ph. D. from the University of Pennsylvania. From 1948 to 1955 he served on the faculty of Kansas State College, then joined American College of Life Underwriters as director of educational publications. The American College is the national educational institution which grants the Chartered Life Underwriter (C.L.U.) designation to qualified men and women in the life and health insurance business who pass a series of five college-level examinations. In his new position, Dr. Keir will have overall responsibility for the areas of examinations, educational publications and candidate records for the C.L.U. and Certificate Course Program. Prior to his appointment, Dr. Keir served as American College's assistant dean, a position which he has held since 1958.

Phyllis Malcolm McCutcheon (Mrs. Stephen), co-owner and photographer with Mac's Foto Service in Anchorage, Alaska, writes "survived earthquake—things getting back to normal"; address: 322 Seventh Ave., Anchorage.

1939

Class Secretaries: **Raymond J. Skinner, Ruth Coleman Skinner,** 166 Bouton St., W., Springdale, Conn. *Alumni Fund Chairmen:* **Robert V. Cushman,** 219 Brunswick Rd., Louisville, Ky. **Louise Roberts Avery,** Norwich Inn, Norwich, Vt.

Boyd Carr has joined the science department at Colby Junior College this year and is living on Old Main St. in New London, N. H. **Kenneth Kinsey** is now assistant director of employee relations in the general office of the Anaconda American Brass Co. in Waterbury, Conn.; his address: 380 Cedar Lane, Cheshire, Conn.

1941

Class Secretaries: **Thomas H. Bennett,** 102 Highgate Pl., Ithaca, N. Y. **Elizabeth Wolfington Hubbard,** 18 Utica St., Clinton, N. Y. *Alumni Fund Chairmen:* **John Talbott,** 446 Roxbury Rd., Stamford, Conn. **Helen Rothery Higbee,** 317 East St., Hingham, Mass.

Marriages

William S. Burrage to Mrs. **Lucia Powell Dempewolff,** Oct. 24; address: 1 South St., Middlebury, Vt. Thomas F. Chambers to Mrs. **Dorothy Belperche Bell,** Aug. 3; address: 724 Casanova Ave., Monterey, Calif. Alfred G. Smith to Miss **Barbara Wetzel;** address: 4604 Pillsbury Ave., Minneapolis, Minn.

Donald Kitchin is working for Pratt and Whitney Aircraft in E. Hartford, Conn., and is living at 630 Avery St., Wapping, Conn. **Dorothy Belperche Chambers** (Mrs. Thomas) is teaching French at North Salinas (Calif.) High School. **Craig Stewart** is in insurance sales with Lester L. Burdick Inc. in Boston, Mass.; his address: 3 Colt Rd., Franklin, Mass.

1942

Class Secretaries: **Richard A. Files, Clarice Dionne Files,** R. D. 2, Norwell, Mass. *Alumni Fund Chairmen:* **Philip W. Robinson,** 241 Buckingham Ave., Syracuse, N. Y. **Nancy Rindfusz Bates,** 4 Brook Dr., Simsbury, Conn.

William Green is director of advance manned space flight technology for NASA; his address: 1603 35th St., N. W., Washington, D. C.

Robert B. Rivel has been promoted to senior vice president and group administrative executive of the Chase Manhattan Bank's portfolio and investment bankers group. Mr. Rivel joined what was then the Chase National Bank in 1946. He became an assistant economist in its economic research department in 1952, an assistant cashier in the bond department in 1954, an assistant vice president in 1957 and a vice president in 1959. After graduating from Middlebury Mr. Rivel received a master's degree in economics from Columbia University in 1947. He is a former instructor for the American Institute of Banking and is now serving as financial vice president and a director of American Youth Hostels, Inc. Recently he was elected to the board of directors of the Berkshire Life Insurance Co. of Pittsfield, Mass.

1944

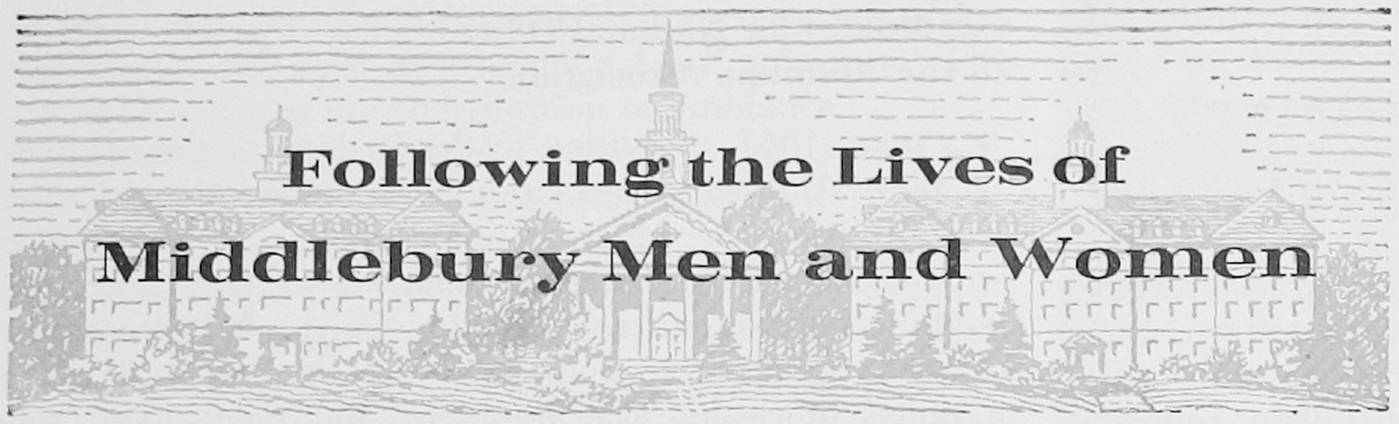
Class Secretaries: **John B. Cadwell,** Pittsford, Vt. **M. Jane Landes,** 1 Rockland Ave., Nanuet, N. Y. *Alumni Fund Chairmen:* **Dr. Michael Kolligian, Jr.,** 360 Winthrop St., Medford, Mass. **Mabel H. Buttolph,** 20 Peterson Terr., South Burlington, Vt.

David Stebbins is equipment sales manager of the eastern region for the UNIVAC Division of Sperry Rand Corp. in Bala Cynwyd, Pa.; he and his wife, **Irmgard Nierhaus, '48,** are living at 5 Brennan Dr., Bryn Mawr, Pa.

1945

Class Secretaries: **A. William Calder, Marilyn Knust Calder,** 134 Boxfield Rd., Pittsburgh, Pa. *Alumni Fund Chairmen:* **Alan Wolfley,** 5082 Forest Rd., Lewiston, N. Y. **Paula Knight Jeffries,** 3104 Q St., N. W., Washington, D. C.

Nettie-Mae Merritt Hare (Mrs. Frank) is director of music at the Alsace Lutheran Church in Reading, Pa., and is living at 2244 Northmont Blvd. in Reading. **Anita Tegu** is teaching English in Potomac High



Following the Lives of Middlebury Men and Women

"Headline News" about Alumni-ae is indicated in this section of THE NEWS LETTER by individual pictures of members of the Middlebury family and the Old Chapel tower.

The "tower" is assigned the task of pointing out items of unusual interest in the long columns devoted to news of the various classes.

Alumni of Middlebury represented the President of the College at the following inaugurations: Dr. John M. Perry, '46, inauguration of Dr. Gerard J. Campbell as President of Georgetown University; deBenneville Seeley, Jr., '52, inauguration of Dr. James C. Fletcher as President of the University of Utah; Dr. James K. Hummer, '47, inauguration of the Rev. Lane D. Kilburn as President of King's College; Ralph L. DeGroff, '25, inauguration of the Very Rev. Joseph A. Sellinger as President of Loyola College; Dr. Daniel J. Petrizzi, '48, inauguration of the Very Rev. William L. Reilly as President of LeMoyne College; Donald S. Brown, '35, inauguration of Dr. Robert H. Spiro as President of Jacksonville University; John S. Cowan, '60, inauguration of Dr. John T. Fey as President of the University of Wyoming; William H. Purdy, '26, inauguration of Dr. James H. McCrocklin as President of Southeast Texas State College.

1917

Class Secretaries and Alumni Fund Chairmen: **George W. Grant, Helen Cussons Grant,** 34 East Ave., Woodstown, N. J.

Isabelle Carrigan has retired from teaching and is living at Terrace Villa in Pittsford, Vt.

1922

Class Secretaries: **Leighton T. Wade,** 416 Madison Ave., Olean, N. Y. **Julia Sullivan,** 737 Cook St., Waterbury, Conn. *Alumni Fund Chairmen:* **I. Murray Adams,** 8 Essex St., Swampscott, Mass. **Madeline MacDonald Clark,** 151 Phillips Ave., Swampscott, Mass.

Marion Tilden Mitchell (Mrs. Floyd) has retired as hostess and manager of the National Life Guest House in Montpelier, Vt., and is now living at 2672 W. St. James Pkwy. in Cleveland Heights, O. **C. Edwin Howard,** retired manager in the New Hampshire area for the N. E. Tel. and Tel. Co., has been appointed as volunteer district representative of the American Association of Retired Persons for New Hampshire.

1924

Class Secretaries: **Harvey W. Coates,** Apt. 14-L Springvale Rd., Croton-on-Hudson, N. Y. **Geraldine Wimmett Burns,** Box 478, Middlebury. *Alumni Fund Chairmen:* **Cecil Simmons,** Horace S. Ely and Co., 76 William St., New York, N. Y. **Marion Janes McIntosh,** 122 Flagg St., Worcester, Mass.

Walter H. Hellmann retired on Sept. 1 as assistant superintendent of the Fairfield (Conn.) schools, a position he has held since 1949, to accept an appointment as assistant professor in the College of Education at the University of Bridgeport. October 3 was set aside by the town of Fairfield as Walter Hellmann day and he was honored at a testimonial dinner on that date. Dr. Hellmann was cited for his many firsts in education—the first man to teach in Roger Ludlowe High School, the first director of the Fairfield Recreation Dept., the founder of the Metropolitan Bridgeport Teachers Association, the first assistant superintendent in Fairfield, and the first John Hay Fellow from Fairfield. He came to Roger Ludlowe High School in 1926 as a teacher of science and mathematics and athletic coach. Later he became head of the science department of the secondary schools and in 1948 was appointed vice principal of Roger Ludlowe High School. Dr. Hellmann has had several articles printed in national education magazines. **Harvey Coates** has retired as sales engineer for Westinghouse Electric International Company.

1926

Class Secretaries: **E. Murray Hoyt,** 8 Green Mountain Pl., Middlebury. **Helen Woodworth Gwin,** 72 Frederick Lane, Glendale, Mo. *Alumni Fund Chairmen:* **Calvin Farnsworth,** Prescott St., Sterling Junction, Mass. **Elizabeth Kelley Beck,** 2028 Miraflores Ave., Waukegan, Ill.

Florence Smith Gauthier (Mrs. Ernest) has moved to Florida and is now living at 634 Roanoke St. in Dunedin.

1927

Class Secretaries: **Joseph Finnegan,** 176 Millburn Ave., Millburn, N. J. **Edna Graham Hinds,** 255 Main St., Binghamton, N. Y. *Alumni Fund Chairmen:* **Foster R. Clement,** 382 Bedford Rd., Chappaqua, N. Y. **Julia B. Austin,** 38 E. Parkside Terr., Barre, Vt.

Halbert Phillips is presently advisor to the Turkish Government on highway affairs with emphasis on maintenance; his address: PILOT SOKAK BASIN, Euleri B-BLOK/6, Ankara, Turkey.

1928

Class Secretaries: **N. J. Blanchette,** 565 Hastings Terr., Apt. 3-G, Hastings-on-Hudson, N. Y. **Miriam Sweet Coombs,** 2-A Highland St., West Concord, Mass. *Alumni Fund Chairmen:* **N. J. Blanchette. Gertrude Parsons Crehan,** 41 Cumberland St., Hartford, Conn.

Milan Palmer, special representative for the Hartford Fire Insurance Co., was selected to receive the Jaycees Physical Fitness Leadership Award for 1964. Mr. Palmer has coached football at Weaver High School and the Connecticut School for the Blind, and while a member of the Charter Oak Figure Skating Club, organized an ice carnival for the benefit of Camp Courant and the Times Farm. For the past ten years he has coached boys in the West Hartford Boys' Baseball League and has just completed his ninth year as a coach in the Boys' Football League.

1929

Class Secretaries: **Thad R. Jackson,** 9 Park St., Hopedale, Mass. **Lara Wheaton Prescott,** Dudley Hill, Dudley, Mass. *Alumni Fund Chairmen:* **J. Malcolm Williams,** 3 Main St., Poultney, Vt. **Dorothy Pollard Ballou,** 27 Weybridge St., Middlebury.

Word has come to us that the new closed-circuit television studio in East High School, Rochester, N. Y., has been named the **Paul C. Reed** Memorial Studio. Mr. Reed studied and taught at East High School.

1931

Class Secretaries: **E. Parker Calvert,** 4 Windermere Rd., Auburndale, Mass. **Mary Henseler Cassidy,** 208 74th St., North Bergen, N. J. *Alumni Fund Chairmen:* **Dr. Samuel Abbott,** 143 Highland St., Plymouth, N. H. **Ellen Kellogg Norton,** 27 So. Water St., Vergennes, Vt.

Ruth Morrison Wilcox (Mrs. Edward) is in charge of the accounting office at Robert L. Merwin and Co., Inc. in Frederiksted, St. Croix, Virgin Islands; her address: P. O. Box 152, Frederiksted, St. Croix, Virgin Islands. **Walter Thayer** is president of Whitney Communication Corp., Time and Life Bldg., Rockefeller Center, New York, N. Y.

1932

Class Secretaries: **Charles E. Thrasher,** 128 Belcoda Dr., Rochester, N. Y. **Belle Ingalls Leighton,** 79

Ross, R. F. D. 2, Middlebury. *Alumni Fund Chairmen:* **Dr. Edward B. Perrin,** 4737 48th Ave., N. E., Seattle, Wash. **Phyllis Laidlaw Herring,** 536 W. Wayne Ave., Wayne, Pa.

Marriages

Marshall K. Thomas, Jr. to Miss **Phyllis Knapp,** Sept. 19; address: 219 E. Willow Grove Ave., Apt. G-3, Philadelphia, Pa. Lee R. Brown to Mrs. **Dorothy Kingsley Billstone,** Jan. 1, 1964; address: 2307 Dianjo Dr., Orlando, Fla.

Birth

A daughter, Heidi Norton, to Dr. and Mrs. Perry Norton (**Shirley Baldwin**), Oct. 2.

Neil Cross, formerly principal of Williamstown (Vt.) High School, has accepted the position of superintendent of the Bennington–Rutland Supervisory Union School District. **Harold Meeks** who received his Ph. D. degree from the University of Minnesota in December, is assistant professor of Geography at the University of Vermont; his address: 3 Park St., Essex Junction, Vt. **Thomas Trefts** is a field sales representative with Greyhound Van Lines in Akron, O.; his address: 33137 Redwood Blvd., Avon Lake, O. **Janet Becker Eberhardt** (Mrs. Bruce) is a stenographer in the Texas Highway Department and is living at 507 Rathervue Pl. in Austin, Tex. Her husband is attending the Episcopal Theological Seminary of the Southwest. **Cynthia Gaines Easton** (Mrs. Robert) is an editor of mathematics and science texts for Holden-Day, Inc., scientific publishers of San Francisco, and also translator, bringing Sonida 13, revolution in music by Julian Carillo of Mexico, to the north; her address: Sollano No. 42, San Miguel, Allende, GTS, Mexico. **Irving Morris** was promoted by Phoenix Mutual Life Insurance Company from manager of pension sales to director of pension sales and made a member of the company.

1954

Class Secretaries: **James H. Hunt,** 5 Pinewood Rd., Montpelier, Vt. **Nancy Whittemore Nickerson,** 7 Ivy Pl., North Plainfield, N. J. *Alumni Fund Chairmen:* **Richard L. Bourbeau,** 94 Linden Dr., Fair Haven, N. J. **Nancy Stevens Fuller,** 2 Molly Stark Dr., Morristown, N. J.

James Barnard is a visiting professor in Mental Retardation at George Peabody College for this year; the address for him and his wife, **Adrienne Arps, '58,** is 2000 24th Ave., So., Apt. 2, Nashville, Tenn. **Peter Neisser** is now associated with the law firm of O'Connor, Anderson, Westover, Killingsworth and Beshears in Phoenix, Ariz. **John Merwin** has been promoted to midwest regional sales manager of the Nuodex Division, Heyden Newport Chemical Corp. **Dr. Russell Briggs** has completed his tour of duty in the Navy and is now a physician and NTH Fellow in Radiation Therapy, University Hospitals, University of Wisconsin; his address: 825 Hiawatha Dr., Madison, Wis. **Margaret Cooper** is a real estate broker with R. M. Bradley and Co. in Cambridge, Mass., and is living at 90 Pinckney St., Boston.

1955

Class Secretaries: **Richard Makin, Patricia Hinman Makin,** 13 Guilford Rd., Port Washington, N. Y. *Alumni Fund Chairman:* **Bruce K. Byers,** 441 E. Glen Ave., Ridgewood, N. J.

Marriage

Glen D. Jackson 3d to Miss **M. Anne Damon,** Sept. 22; address: 33 Franklin St., Marblehead, Mass.

Births

A son, James Todd, to Mr. and Mrs. Michael F. Humphreys (**Barbara Stahl**), Oct. 23; address: Ridge Rd., R. F. D. 1, Essex Junction, Vt. A first child and son, John Shepherd, to the **Rev. and Mrs. Paul C. Clayton,** May 3, 1964.

John Weiger has returned to the University of Vermont as assistant professor of Romance Languages after a year's study at Indiana University; he and his wife, **Leslie Carpenter, '57,** are living at 206 Laurel Hill Dr., South Burlington, Vt. **John Dalrymple** has been appointed personal trust officer in the Trust Department of The Chase Manhattan Bank. **Robert Fleming** is a trainee at the Kirkland Hotel in Kingston, N. Y.; his address: Star Route, Willow, N. Y. **Dr. Theodore Sanders** is a physician and radiologist at the hospital of the University of Pennsylvania; he and his wife, **Jo Anne Smith,** are living on R. D. 1, Malvern, Pa. **Earl Samson** has been promoted to assistant vice-president of the United States Trust Co. **William Gray** is an instructor in French at the University of Maryland and is living at 9502 Tuckerman St., Seabrook, Md. **John Field** has been elected assistant trust officer of the South Shore National Bank in Quincy, Mass. **Robert Webb,** instructor in Psychology at Wheaton College, has received a Danforth teacher grant for 1965–66. The **Rev. Paul Clayton** became minister of the Second Congregational Church in Beverly, Mass., on Jan. 19; his address: 68 Conant St., Beverly. **Theodore Haviland** was appointed group supervisor of the Newark (N. J.) Group Office of the State Mutual Life Assurance Company of America in December.

1956

Class Secretary: **Charlotte Duryea,** 27 Beulah St., Apt. 4, Framingham Centre, Mass. *Alumni Fund Chairmen:* **Cyrus P. Anfindsen,** 333 E. 75th St., New York, N. Y. **Marilyn Fish Dunham,** 76 Washburn Ave., Wellesley Hills, Mass.

Marriage

William B. Russell to Miss **Anne L. Hildreth,** Oct. 31; address: 42 Mt. Vernon St., Boston, Mass.

Births

A daughter, Elizabeth Jo, to **Mr. and Mrs. David F. Sandstrom,** Dec. 6. A son, Cyrus Peter, Jr. to **Mr. and Mrs. Cyrus P. Anfindsen,** in October. A son, Donald Scott, to **Mr. and Mrs. Donald F. Buck,** Nov. 7. A son to **Mr. and Mrs. Jerome H. Ocorr,** Oct. 25. A son, Thomas, to **Mr. and Mrs. Peter Salmon** (**Linda Shutt, '58**), Oct. 30. A son, David Todd, to **Mr. and Mrs. Robert C. Santomenna** (**Cornelia Frohman**), Oct. 12. A son, Frederick, to **Mr. and Mrs. Edward H. Schaefer, Jr.,** Oct. 19. A son, William, to **Mr. and Mrs. Thomas Shiverick** (**Irene Moseley, '54**), July 1. A daughter, Cynthia Antoinette, to **Mr. and Mrs. Hugh H. Van Zelm, Jr.,** July 21.

George Tuttle is assistant professor of Theatre and director of Drama at Wabash College in Crawfordsville, Ind., and is living at 1110 So. Elm, Crawfordsville. **William O'Malley** is a chemist in the silicone products department of the General Electric Company in Waterford, N. Y., and is living at 49 Midline Rd., Ballston Lake, N. Y. **Ronald Bartone** is president of Jewels by Ronald of Pawtucket, R. I., and is living at 348 Scituate Ave., Cranston. **D. Bruce Clewley** has formed a partnership with W. Edwin McKee for the general and private practice of law at 94 Main St., Montpelier, Vt. **Phillips Terhune** is account executive with Doyle, Dane, Bernbach, Inc., advertising. **Louise Potts** received a Master's degree in Psychology from Ohio State University in December. **Charles Robinson** is a vocational rehabilitation counselor with the Crotched Mountain Foundation in Greenfield, N. H.; he and his wife, **Heather Hamilton, '57,** are living in Hancock, N. H. **Malcolm McCallum** is assistant professor of Geology at Colorado State University; his address: 1017 Meadowbrook Dr., Fort Collins, Colo.

1957

Class Secretaries: **Charles C. Palmer, Patricia Judah Palmer,** 157 Day St., Auburndale, Mass. *Alumni Fund Chairmen:* **Wayne Reilly, Pamela Clark Reilly,** 405 Sulgrave Rd., Pittsburgh, Pa.

School, Rockville, Md., and living at 10506 Weymouth St., Apt. 102, Bethesda, Md. **Carol Chamberlayne Kimball** (Mrs. John) is assistant to the coordinator of the Parent Child-Study Program in Prince George's County, Md.; her address: 3411 Stanford St., University Hills, Adelphi, Md.

1946

Class Secretaries: **William R. Niederauer,** 19 West Lane, Bayshore, N. Y. **Frances Tenney Coombs,** 36 High St., Andover, Mass. *Alumni Fund Chairman:* **Charles L. Cutting, Jr.,** Box 402, Danielson, Conn.

Births

Twins, fourth son, Nicholas Granville, and first daughter, Amanda Abbott, to Mr. and Mrs. Charles M. Purinton (**Katherine Rowley**), Oct. 30, 1963.

Dr. Edward Andrews, formerly associate professor of Pathology at the University of Vermont, has been named associate dean of the Medical College. **Ruth Riley Wendell** (Mrs. Royal) received a M. Ed. degree in September 1963 which she earned under a Ford Foundation grant in a program called the Junior High School Project. She is now teaching ninth grade social studies in the Binghamton (N. Y.) Junior-Senior High School. **Jean Luckhardt Barclay**'s husband, Walter, died on Nov. 3.

1947

Class Secretaries: **Ray Sacher,** 25 Lyme Pl., Roosevelt, N. Y. **Marilyn R. Bruhn,** 150 E. 93rd St., Apt. 9-A, New York, N. Y. *Alumni Fund Chairman:* **Carolyn Leach DeWitt,** 40 E. 89th St., New York, N. Y.

Robert Irwin is marketing manager for Filters, Inc. in East Northport, N. Y., and is living at 115 Greenlawn Rd. in Huntington, N. Y. The **Rev. Alexander Smith** began his duties on November 1 as vicar of St. James Episcopal Mission in Essex Junction, Vt.

1948

Class Secretaries: **Donald B. McGuire, Jr., Nancy Weale McGuire,** 129 Larue Dr., Huntington, N. Y. *Alumni Fund Chairmen:* **Bartley B. Nourse,** 106 Bellevue Ave., Rutland, Vt. **Janet Hubbard Metcalf,** 7 Slade Dr., Honolulu, Hawaii.

Birth

A daughter, Rebecca Livia, to Mr. and Mrs. Richard Rosman (**Livia Remmler**), Oct. 18.

Dr. Robert Dustin has joined the Greenwich Dental Group at 22 Lafayette Pl. in Greenwich, Conn., in the practice of general dentistry; his address: 14 Perryridge Rd., Greenwich. **Eugene Miller** is assistant professor of Drama at Fresno State College and is living at 1633 W. Griffith Way in Fresno, Calif. **George Merritt,** teacher of band and choral music at Longmeadow (Mass.) Junior High School, is director of the "Valley Singers," formerly known as The Vita Fortin Chorale of Windsor Locks, Conn.

1949

Class Secretaries: **James E. Sullivan, Jr., Jane Miller Sullivan,** 6 Burgess St., Chatham, N. J. *Alumni Fund Chairmen:* **Henry W. Caswell Jr.,** 11 Brewer Pkwy., South Burlington, Vt. **Margaret Drysdale Price,** 66 Frankland Rd., Rochester, N. Y.

Marriage

Daniel A. Custer, Jr. to Miss **Betty M. Dean,** Nov. 27; address: 169 Milk St., Westboro, Mass.

Birth

A daughter, Jill Ellen, to **LCDR and Mrs. Keith S. Muntz.**

Lawrence Vadnais is teaching history at the Mt. Greylock Regional High School in Williamstown, Mass. **Dr. Keith Muntz** has rejoined the Navy where he will be a medical officer on a Polaris submarine for one year and then will be a specialist in internal medicine and submarine and diving medicine; his address: LCDR K. S. Muntz, Box 600, Submarine Medical Center, U. S. Naval Submarine Base, New London, Conn. **Dixon Hemphill** is sales manager with the Reimers Electric Appliance Co. in Clear Brook, Va., and is living on Fairway Dr., Route 5, Winchester, Va. **Robert Simpson** has bought and is managing the Colby Hill Inn in Henniker, N. H. **Charles James,** assistant attorney general of California, has been appointed deputy Peace Corps representative in Ghana. He and his family will live in Accra for the next two years.

1950

Class Secretaries: **Robert C. Jackson,** 27 Scofield Heights, Poughkeepsie, N. Y. **Jane Murdoch Baker,** R. F. D. 2, West Brattleboro, Vt. *Alumni Fund Chairmen:* **Robert Cleary,** 27 Booth Hill Rd., North Scituate, Mass. **Marilyn Marvin Hubbard,** 102 Lewis Ave., Walpole, Mass.

John R. Lane, technical supervisor of the residue method development and analysis group, Naugatuck Chemical Div. of U. S. Rubber Co., is a co-author of the recently published four volume scientific treatise entitled: *Analytical Methods for Pesticides, Plant Growth Regulators, and Food Additives*, edited by Gunter Zweig of the University of California and published by Academic Press, New York, 1964. The work consists of individual contributions by a small group of American and Canadian experts in food contamination detection. It discusses the history, biological action and properties of most agricultural chemicals of importance today, together with their manners of preparation and tests for assay and residue measure. Contributing to volumes II, III, and IV, Mr. Lane discusses the U.S. Rubber Co.'s widely used agricultural chemicals: Alanap, Aramite, Falone, Maleic Hydrazide, Phygon and Spergon. Mr. Lane is also the author of a number of articles on pesticide residue analysis appearing in various professional journals and earned the Most Distinguished Paper Award at the 1959 Interdivisional Analytical Chemists Conference of the U. S. Rubber Co.

George Boublik is now at the U. S. Embassy in Paris; the address for him and his wife, **Irene Ulmer, '49,** is American Embassy, A. P. O. 777, New York, N. Y. **Charles Bond** is a crop superintendent with the Hamakua Mill Company in Hawaii; his address: P. O. Box 277, Paauilo, Hawaii. **Dr. Hadden Clark** is general manager in product development with the Thickol Chemical Corp. in Trenton, N. J.; his address: 123 Hedgerow Dr., Morrisville, Pa. **Major John Roddy** has been transferred to Little Rock Air Force Base; the address for him and his wife, **Louise Sammons, '53,** is 130 Illinois Dr., Jacksonville, Ark.

1951

Class Secretaries: **William A. R. Deming, Phyllis Cole Deming,** Marsett Rd., Shelburne, Vt. *Alumni Fund Chairmen:* **John Gilmore, Helen Reid Gilmore,** 105 Bungalow Ave., Greenfield, Mass.

John Mooney is marketing consultant for Airtemp, Division of the Chrysler Corp.; his address: 1939 Riverside Dr., Apt. 217, Dayton, O. **Dr. Fletcher V. Parker** assumed his duties as associate minister of the South Congregational Church, Springfield, Mass., in January; his address: 18 Pineywoods Ave., Springfield. **Philip Lane** is purchasing agent with Homans Associates, Inc. of Boston; his address: 8 Eulita Terr., Brighton, Mass. **David Thomson** has been promoted by the Massachusetts Mutual Life Insurance Co. to assistant superintendent of training.

1952

Class Secretaries: **Harold E. McGee,** 4 Birch Lane, Topsfield, Mass. **Caryl Entwistle Huffaker,** Hickory Hill, R. D. Chadd's Ford, Pa. *Alumni Fund Chairmen:* **Kenneth A. Nourse,** 7 Sealy Dr., Potsdam, N. Y. **Jeanne Parker Cahill,** 7 Millbrook Rd., Beverly, Mass.

Charles Lauer is advertising director and director of industrial exhibits for the American Medical Association; his address: 1092 Oak St., Winnetka, Ill.

1953

Class Secretaries: **Robert W. Parker,** c/o Martin, Boggs Hill Rd., Newtown, Conn. **Ann McGinley**

his address: 14–B–3 Sheridan Village, Schenectady. **Elizabeth Mix Waisanen** (Mrs. Paul) is a kindergarten teacher in the Belmont Elementary School, No. Babylon, N. Y. **Ilse Benzien van der Bent** (Mrs. Ernst) is continuing work toward a Ph. D. degree in German as a graduate assistant at the University of Cincinnati; her address: 2905 Digby Ave., Cincinnati. **Diane Hodet Hogendorn** (Mrs. Jan) is Latin and Greek mistress at the Manor House School for girls in London, England, and is living at 7 Park Crescent, Finchley, London N 3. **Patricia Sherlock Davidson** (Mrs. Lyle) is a teaching fellow at Harvard University. She is taking one course and supervising six A. M. T. candidates in mathematics. **Charles Fitz** is a special agent with the John Hancock Mutual Life Insurance Co. in Boston, Mass., and is living at 58 Lee St. in Marblehead.

Thomas Nutting is a municipal- industrial consultant with Carris Reels, Inc., Rutland Plywood Corp. in Rutland, Vt.; his address: 48 Park St., Brandon, Vt. **Robert E. Ray** is a sales representative with the Gillette Safety Razor Co., and is living at 1110 Charleston West Dr., Indianapolis 19, Ind. **Granthia Lavery** received an Ed. M. degree from Harvard University last June. **Rowland Dugan** is a doctoral student at the University of Massachusetts; his address: 60 Echo Hill Rd., Amherst, Mass. **Charles Adams** is executive secretary for the Empire State FM School of the Air in Syracuse, N. Y. **Robert Lovett** is an underwriter and management trainee with The Hartford Steamboiler Inspection and Insurance Co. in Boston, Mass.; his address: 402 No. Main St., Randolph, Mass. **Martha Gerhart** received a Master of Music degree from the University of Colorado in August and is now teaching privately at The School for Musical Education in New York City, attending the Juilliard School of Music and working as a piano accompanist; her address: 435 W. 119th St., Apt. 1-C, New York, N. Y. **Capt. Hilton Bicknell** has been initiated into membership in Chi Epsilon, national honor civil engineering fraternity.

1960

Class Secretaries: **Richard S. Geehr,** 382 Western Ave., Brattleboro, Vt. **Nancy Munford Mulvey,** 5 Dwight St., Watertown, Mass. *Alumni Fund Chairman:* **Lincoln Clark,** 921 Prospect Ave., Takoma Park, Md.

Marriages

Thomas S. Myers to Miss **Barbara L. Call,** Aug. 15; address: Netherwood Rd., Hyde Park, N. Y. **Christopher R. Rosser** to Miss Jane Davis, Aug. 29.

Births

A daughter, Leslie Scott, to **Dr. and Mrs. James P. Perry** (**Jean Anderson, '61**). A son, Christopher J., to Mr. and Mrs. David Hopkins (**Susan Goodwin**), Sept. 3.

Kenneth Fisher has passed his Vermont Bar examinations. Since February of 1964 he has been associated with the law firm of Gannett, Oakes and Weber in Brattleboro, Vt. **Sherburn Merrill** is associated with the Connecticut General Life Insurance Company and not the Connecticut Mutual as stated in the Summer *News Letter*. **Leon Vancini** is working at the Chase Manhattan Bank in the Trust Investment Department and in February will start work for an M. A. in Finance at New York University under the Chase program.

Russell Heaton is an associate in the insurance firm of Luckey, Waterman and Heaton, Inc. in Poughkeepsie, N. Y. **Richard Sacco** is a claims representative with Utica Mutual Insurance Company in Alhambra, Calif., and is living at 13029 Vanowen St., Apt. 8 in North Hollywood. **John Roesler** has completed his tour of duty in the Marine Corps and is now attending the University of Denver Law School; he and his wife, **Susan Whitlock, '63,** are living at 1236 Corona St., Apt. 1 in Denver. **Gail Smith Bieger** (Mrs. Robert) is on the faculty of Leiden University; her address: Lange Brug 2 S, Leiden, Holland. **Richard Geehr** is an admission associate with The Experiment in International Living in Putney, Vt. **Louise Eddy Rossmann** (Mrs. Edward) is secretary to the History, Classics, Philosophy and Religion Departments at the University of Vermont; her address: 87 No. Prospect St., Burlington, Vt. **Ruth Brown** is an assistant teacher in the Nursery School at the Jewish Community Center in Syracuse, N. Y., and is living at 253 Buckingham Ave. in Syracuse. **Michael Emptage** is a NATO postdoctoral fellow in science at the Universite Libre de Bruxelles; his address: 80 Av. Leopold Wiener, Watermael-Bruxelles, Belgium.

Susan Long is field publications editor with the Mutual Benefit Life Insurance Co. in Newark, N. J., and is living at 342 Maolis Ave. in Glen Ridge. **Gordon Thayer** has received a Ph. D. in organic chemistry from Cornell University and is now a research chemist with the G. I. duPont Co., organic chemicals department, in Wilmington, Del.; his address: 1604 No. Broom St., Wilmington. **Charles Pearson** is a student at Johns Hopkins School of Advanced International Studies; he and his wife, **Leilani Quinn,** are living at 1800 19th St., N. W., Washington, D. C. **William Haller** is a powder metallurgist with the Eastman Kodak Company in Rochester, N. Y., and is living at 96 Hardison Rd., Rochester. **Allan Quimby** is working in quality control in the plywood division of the Boise Cascade Corp. in Yakima, Wash.; his address: 4008 Avalanche Ave., Yakima. **Theodore Lemcke** is an English teacher in Madison, Wis.; the address for him and his wife, **Claire Deerhake, '58,** is 7451 North Ave., Madison. **David Center** has completed his tour of active duty in the Army and is a marketing representative with the Mobil Oil Company in Albany, N. Y., and is living at 391 Myrtle Ave. in Albany.

1961

Class Secretaries: **John L. Williams,** 150 Holly St., Rutland, Vt. **Janet S. Reed,** 116 Crosman Terr., Rochester, N. Y. *Alumni Fund Chairmen:* **Alfred Farrell,** 1514 Lee Highway, Apt. 201, Falls Church, Va. **Carol Nicholson Fryberger,** 212 Arrowhead Rd., Duluth, Minn.

Marriages

Lt. (j.g.) Harvey L. Gray to Miss Margaret C. Bartlett, Oct. 31. Timothy Fuller to Miss **Kalah Powers,** Oct. 12, 1963; address: 3401 No. Charles, Apt. 102, Baltimore, Md. Andre LaFontan, Jr. to Miss **Louisa V. Mattoon,** Dec. 19; address: South Kent, Conn.

Births

A second son, Douglas Thornton, to Mr. and Mrs. William T. Uhl (**Susan Riley**), Sept. 27. A son, Michael David, to **Mr. and Mrs. William D. McNeil** (**Margaret Woodfill, '62**), Aug. 30; address: 1350 Bluff Ave. A, Columbus, O. A daughter, Melissa Anne, to **Mr. and Mrs. Randall W. Clark** (**Nancy Gould, '62**), Sept. 29; address: 83 Pilgrim Dr., Windsor, Conn.

Jeremy Fryberger is with the Hallet Construction Company of Duluth, Minn.; the address for him and his wife, **Carol Nicholson,** is 212 Arrowhead Rd., Duluth. **Betsy Hawley Greenman** (Mrs. John) is secretary at the Center for Study of World Religion and is living at 9 Winthrop Hall, 3 St. John's Rd., Cambridge, Mass. **Charlotte DuBois Elfe** (Mrs. Wolfgang) is a graduate teaching assistant in German at the University of Massachusetts; her address: 245 Lincoln Ave., Amherst, Mass. **Richard Dittmar** has completed his tour of active duty in the Army and is now an underwriter trainee with Aetna Casualty and Surety Co. in Harrisburg, Pa.; the address for him and his wife, **Carolyn Tibbs,** is 9 Wayne Rd., Camp Hill, Pa. **Miles Hubbard** is teaching and coaching at Trinity-Pawling School in Pawling,

Marriages

Ralph B. Woodbury to Miss Janice Cole, Nov. 28. **William E. Burgess, Jr.** to Miss Ellen L. Bernstein, Dec. 5.

Birth

A son, Andrew Graves, to **Mr. and Mrs. Hugh W. Marlow** (**Eleanor Bennett, '59**), Oct. 8.

Edward Clapp, a senior at Andover Newton Theological School, served this past summer as student chaplain at Danvers (Mass.) State Hospital and during this college year is youth director at the Village Congregational Church in Whitinsville, Mass. **Patricia Kane Hunt** (Mrs. John) is an applications analyst with the Control Data Corp. in Houston, Tex. **Dr. Sheldon Dean** has left the International Nickel Company and on July 1 became senior engineer at the Olin Mathison Chemical Corp. in New Haven, Conn.; he and his wife, **Linda Durfee, '58,** are living at 75 George St., Hamden, Conn. **Jane Fraser Broughton** (Mrs. R. G.) has moved to Cornwall-on-Hudson, N. Y., where her husband is Director of Development, Secretary of the Alumni Association and Economics teacher at the Storm King School; her address: Box 403, Cornwall-on-Hudson, N. Y. **G. Dann Sargent** received a Ph.D. degree from Harvard University last March. **Nancy Berkowitz** is a social worker with the Family and Children's Service of Greater Lynn and is living at 3 Potter Park in Cambridge, Mass. **Thomas Quea** is teaching English at the Emma Willard School in Troy, N. Y. **Joan Evans Keeler** (Mrs. Robert) is alumnae fund director at Goucher College; her address: 1909 No. Forest Park Ave., Apt. F–2, Baltimore, Md. **Ann Painter** is a library staff assistant at National Agricultural Library in Washington, D. C.; her address: 440 Kennebec St., Apt. 202, Oxon Hill, Md.

William Burgess is a claim representative with the Monarch Life Insurance Company in Mission, Kan.; his address: 900 E. Armour Blvd., Kansas City, Mo. **Thomas Hamilton** is a Ph. D. candidate in the department of Geology at the University of Washington; his address: 225½ N. E. 53rd, Seattle, Wash. **Florence Everest** is teaching in San Pedro, Calif., and living at 747 Twelfth St. in Manhattan Beach, Calif. **Elinor Lane Warren** (Mrs. Richard) now has a family of three, Peter, 4½ years old, Virginia, 2½ and David, born May 17, 1964; her address: 552 Walker Rd., Wayne, Pa.

1958

Class Secretaries: **John C. Lewis, Jr., Susan Lockwood Lewis,** 29 South St., Middlebury. *Alumni Fund Chairmen:* **Frank Hurt,** R. F. D. 1, Laconia, N. H. **Linda Durfee Dean,** 75 George St., Hamden, Conn.

Marriage

Robert S. Stenstream to Mrs. Marie Buckley Harris, Oct. 3.

Births

A first child and son, Thomas Joseph, to **Mr. and Mrs. Joseph E. Mohbat,** Aug. 23. A second child and first daughter, Cynthia Caroline, to Mr. and Mrs. Jerome J. Lohr (**Carol Waldorf**), Sept. 30. A daughter, Melissa, to Mr. and Mrs. Bobby G. Calhoon (**Carolyn Dwinell**), Aug. 29; address: 760 Moraga Rd., Lafayette, Calif.

Dr. Harlan Cummings has opened an office for the practice of dentistry in Brandon, Vt.; his address: 60 Park St., Brandon. **Peter Coe** is staff analyst in employee relations with the Socony Mobile Oil Company in New York City and is living at 20 W. 86th St., Penthouse B, in the city. **William Lofquist** is now attending New York University School of Business. **Mary Bachman Wright** (Mrs. Thomas) is now in Hawaii where her husband is a geologist; her address: Hawaii Volcanoes National Park (VSGS), Hawaii, Hawaii. **Phillip Ormsbee** is managing editor of the Sun Papers in Lafayette, Calif.; he and his wife, **Ann Parnie,** are living at 2611 Oak Rd., Walnut Creek, Calif. **Frank Day** is a research assistant in biochemistry at Purdue University; the address for him and his wife, **Mary Crittenden,** is 526 Graduate House, W. Lafayette, Ind. **Rachel Cutter Bender** (Mrs. Edmond) is a fifth grade teacher in Boulder, Colo., and is living at 1310 24th St., Apt. 25 in Boulder. **Joseph McDonough** is an attorney with Sulloway, Hollis, Godfrey and Soden in Concord, N. H.; his address: 46 No. State St., Concord. **Clyde Wilder** is a management trainee with the John Hancock Mutual Life Insurance Company in Boston, Mass.

1959

Class Secretaries: **John L. Raymond, Mary Hinsman Raymond,** 130 Rhoda Ave., Fairfield, Conn. *Alumni Fund Chairmen:* **Anthony Garcia,** 2080 Midland Dr., Yorktown Heights, N. Y. **Jo Ann Witmer Anderson,** 1452 W. Baltimore Pike, Wawa, Pa.

Marriages

Charles N. Fitz, 3d to Miss **Barrie Butler,** Sept. 19. **William P. Ryan** to Miss Patricia A. Regan, Sept. 19. **Thomas Nutting** to Miss Karen L. Fouts, Nov. 7. **Charles A. Adams** to Miss Carole F. Lavoie, Nov. 14; address: 102 Standart St., Syracuse, N. Y. Edward H. Smith to **Miss Susan E. Miner,** Dec. 1963; address: 123 Mansfield St., New Haven, Conn. **Dale N. Everett** to Miss Judith A. Scala, Apr. 4, 1964. **Capt. John L. Mentor** to Miss Irene Wiestanboger, Dec. 1963. **Henry F. Moody** to Miss Lynn D. Harriman, July 4. **Richard C. Thomas** to Miss Clara Betty Denzik, Nov. 28.

Births

A daughter, Anne Bradford, to Mr. and Mrs. David E. Marshall (**Cynthia Hall**), Sept. 30. A daughter, Elizabeth Anne, to **Mr. and Mrs. Peter B. Talbott,** Sept. 23. A daughter, Gretchen Ellen, to the Rev. and Mrs. Carl Russell (**Margaret Street**), July 28. A daughter, Deborah Lynn, to **Mr. and Mrs. Arnold C. Bailey,** July 14. A second son, Mark Stephen, to **Capt. and Mrs. Henry Erbe,** Dec. 17, 1963. A son, John C., Jr., to **Mr. and Mrs. John C. Medici,** June 10. A daughter, Jennifer Marie, to **Mr. and Mrs. Avery Tillinghast,** Jan. 6, 1964. A son, Robert G., Jr., to **Lt. and Mrs. Robert G. Stephens,** Apr. 29. A second child, David M., to **Mr. and Mrs. Donald M. Corliss,** July 22.

A daughter, Caren Johnstone, to **Mr. and Mrs. Charles J. Imperatori, III,** Oct. 11. A son, Neil Gifford, to Mr. and Mrs. Theodore Ambrus (**Ingrid Neuse**), Oct. 18. A son, Randall Gray, to Mr. and Mrs. Harold R. Bock (**Sarah Gray**), Sept. 30. A son, Andrew Charles, to Mr. and Mrs. Charles Braisted (**Gayl Maxwell**), July 2. A second child, Rebecca Willis, to Mr. and Mrs. Orville Giddings (**Roxann MacDonough**), Sept. 24. A third child and second son, Gregory Alan, to **Mr. and Mrs. Robert Jones** (**Kathleen Bush**), Oct. 17. A daughter, Lynne Anne, to Mr. and Mrs. Wallace Lawrence (**Carolyn Hicks**), June 4; address: W. Mountain Rd., Ridgefield, Conn. A son, Robert Arnold, to Mr. and Mrs. Rhaeto Pfister (**Annabelle Nisbet**), Oct. 8. A daughter, Stephanie Kay, to Mr. and Mrs. Frank Philpott (**Nancy Stewart**), Mar. 2, 1964.

Maria Quiroga is head of the Spanish Department at Pine Manor Junior College. **John Rich** is now personnel manager for the Newark (N. Y.) plant of the Riegel Paper Company; he is still living at 29 Austin Dr. in Rochester, N. Y. **Robin Brown** is an underwriter with the Shelby Mutual Insurance Co. in Winter Park, Fla., and is living at 3457 Bougainvillea Dr. in Winter Park. **George Finch** is a quality control engineer with the General Electric Company in the large steam turbine-generator department in Schenectady;

Vt., with her family which now includes three children, John Salvatore, born Feb. 6, 1962, David William, born Aug. 19, 1963 and Lorine Ann, born Oct. 9. **Anita Treiber Himsworth** (Mrs. Winston) is teaching eighth grade English and ninth grade French at Palm Springs Junior High School in Hialeah, Fla.; her address: 724 N. E. 88th St., Miami. **Elena Bookstrom White** (Mrs. James) is a student at St. Cloud (Minn.) State College; her address: 412 First Ave., So., St. Cloud. **Joanne Fay** is a personnel assistant with the New England Mutual Life Insurance Company in Boston and is living at 18 Frost St., Cambridge, Mass. **Paul Barolsky** received an A. M. degree from Harvard University in June.

Ann Wadsworth received an A. M. T. degree from Harvard University in June. **Katherine Holt Berg** (Mrs. Edward) is in Lima, Peru, where her husband is a doctor with the Peace Corps until July 1966. **Susan Wigglesworth** is an assistant to the dean of The American School, Lugano-Montagnola, Switzerland. **Kenneth Vernon** is a graduate assistant in the Political Science department at the University of Connecticut; his address: R. F. D. 1, Box 205, Cran Hill Rd., Storrs, Conn. **Leroy Crocker** has completed his training in the Naval Officers' School and has been commissioned an Ensign. He is now assigned to a destroyer based at Norfolk, Va. **David Burtis** is in Army Intelligence; his address: Co. B, 318th USASA Bn., A. P. O. 66, New York, N. Y. **Lois Martin Logan** (Mrs. D. F.) is a clerk in international business development and foreign trade services of the Bank of America in San Francisco, Calif. **John Bower** is in the Army and is stationed at Fort Carson, Colo.; his address: Medalion Apts., No. 404, No. Union and E. Bijou Sts., Colorado Springs.

1964

Class Secretaries: **C. Jeffrey Sprigman, Jr.,** 612 Delaware St., Woodbury, N. J. **Jean Waller Smith,** Route 1, Box 142-A, Charlottesville, Va. *Alumni Fund Chairmen:* **Smith Mowry,** 176 Victoria Rd., New Britain, Conn. **Alice J. Taliak,** 37 E. 14th Ave., Columbus, O.

Marriages

Wallace D. Walen to Miss **Joanne M. Pollastro;** address: 1445 Westwood Dr., Reno, Nev. Frederick N. Smith to Miss **Jean S. Waller,** June 20; address: Route 1, Box 142-A, Charlottesville, Va. E. N. Isto to Miss **Sally A. Crawford;** address: 1849 Channing Way, Berkeley 3, Calif.

Birth

A daughter, Jennifer, to **Mr. and Mrs. Herckscher Tweed,** in September.

Betsy Hotchkin Mascott (Mrs. George) is a research analyst in the actuarial department of the New York Life Insurance Co.; her address: 77 E. 12th St., Apt. 8-H, New York, N. Y. **Nancy Spanier Inman** (Mrs. Nelson) is a dance instructor at the Y. W. C. A. in Berkeley, Calif. **Jackson Jupp** is a graduate student in Educational Psychology at Rutgers University. **Robert Packard** is a graduate student in Economics at the University of Buffalo and is living at 142 Raeburn Ave., Rochester, N. Y. **Howard Canaan** is working for a Master's degree in English at Columbia University. **Dennis Meehan** is a student in Columbia University Graduate School of Business. **John Chatfield** is an electronic assembly inspector at Simmonds Precision Products in Vergennes, Vt., and is living at 12 East Ave., Burlington, Vt. **Julie Sage** is a special student at Columbia University and is living at 1040 Park Ave. in New York City. **Marvin Kelley** is a student in the Graduate School of Education at New York University and is living at 2 Washington Square Village, Apt. 16-H in New York. **George Stannard** is a teller and bookkeeper in the First National Bank of Fair Haven, Vt. **Joanne Pollastro Walen** (Mrs. Wallace) is now enrolled at the University of Nevada. Her family now includes two children, Lisa Michele, born in Sept. 1961 and Kevin Michael, born in Aug. 1963. **Heckscher Tweed** is now working in men's clothing with Macy's in New Haven, Conn., and is living at 100 York St., Apt. 4-C in New Haven. **Priscilla Witt Hood** (Mrs. Allen) is a receptionist at Realty Maintenance, Inc. in Newark, N. J.

Marshall Montgomery is a student at The University of Denver Law School and is living at 3725 Buchtel Blvd., Apt. 436, Denver. **Stephen Brown** is a television newsman with WCAX-TV in Burlington, Vt., and living at 48 Pleasant St. in Middlebury, Vt. **Veronica Waggoner** is an editorial assistant in the copy department of Crowell-Collier Publishing Company in New York City and living at 305 W. 13th St. in the city. **Faith Post** is personnel records assistant with Compton Advertising Company in New York City and is living at 12 Fifth Ave. in the city. **Patricia Livingston** is a resident advisor on the Dean of Women's staff and a candidate for a Master's degree at the University of Pennsylvania; her address: 3333 Walnut St., Box 674, Philadelphia, Pa. **Ann Bliss** was married to Bruce M. Mygatt in June 1962 and now has a son, Christopher; her address: 1 Glacier Ct., Bozeman, Mont. **Martha Beuret** is a student in bilingual secretarial training (French and English) at the Latin American Institute in New York City; her address: 95 Glen Hill Rd., Wilton, Conn. **Beth Naylor** is a third grade teacher at the Pine Grove Manor School in Somerset, N. J. **Avery Holloway** is a trainee in the group insurance department of the Aetna Life Insurance Co. in Boston, Mass. **David Riley** spent the summer in Vicksburg, Miss., with the "Freedom Summer Project." He returned to his home in Connecticut this fall to solicit contributions for the *Vicksburg Citizen's Appeal*, a weekly newspaper he helped organize in the town's Negro community.

Peter Lucas is in the Army; his address: 7th RRU, A. P. O. 307, San Francisco, Calif. **William Dyson** is working for the Phoenix Mutual Life Insurance Company as an underwriter; his address: 16 Arrowbrook Rd., Windsor, Conn.

2nd Lt. John Taylor has been awarded the Hughes Achievement Trophy which is given annually to the most outstanding ROTC graduate in the nation. The Hughes trophy is a perpetual award created by Hughes Aircraft Co. and by the U. S. Army to recognize the important role played in the American way of life by this country's citizen officer—the university and college level ROTC graduate.

Lawrence Dickie is a student at Syracuse University Law School. **David Diebold** is attending Cornell Law School. **Jean Waller Smith** (Mrs. Frederick) is teaching kindergarten at Holy Comforter School in Charlottesville, Va. **Sally Crawford Isto** (Mrs. E. N.) is teaching in the Ygnacio Valley High School in Concord, Calif. **Peter Ballou** is a graduate student at Brown University and is living at 141 Waterman St., Providence, R. I.

Master's

1930—Terrell Tatum, faculty member of the University of Chattanooga, was honored by an anonymous donor who made a gift of $1,000 to endow the establishment of an award in her name. The award will consist of books of Spanish literature and will be made annually to the outstanding senior majoring in Spanish.

1950—Virginia S. Callaway is teaching French at Central Junior High School, Hingham, Mass.

1951—Joyce Carleton, assistant director of the Sweet Briar College Junior Year Program in France for three years, has been appointed assistant professor of modern language at Central Connecticut State College.

1954—Dr. Robert R. Morrison has been promoted to associate professor of foreign languages at East Carolina College.

N. Y. **Thomas Fletcher** is an instructor in Spanish at the University of Vermont and is living at 19½ Weston St. in Burlington. **Michael Pulman** is an instructor in history at The Florida State University and is living at 924 W. Pensacola St., Apt. B-24, Tallahassee, Fla. **Lewis Ware** received an A. M. degree from Harvard University in June. He is now an instructor of Russian at the State College of Boston; his address: Box 52, Carlisle, Mass.

Linda Ryman Frinsko (Mrs. Paul) received an Ed. M. degree from Harvard University last March. **Richard Harris** is now a salesman with the Shell Oil Company in Babylon, N. Y.; he and his wife, **Ann Kling, '64,** are living at 124 Smith St., Apt. 1-N, Freeport, N. Y. **John Guay** is a chemist with the American Thermoplastics Products Corporation in Beverly, N. J.; his address: 241 Fuller St., Philadelphia, Pa. **John Young** is a trial attorney in the Food and Drug Division of the General Counsel's office, Dept. of Health, Education and Welfare, Washington, D. C.; his address: 3806 Keller Ave., Alexandria, Va. **Stephanie Newton** is teaching history at Rham High School in Danbury, Conn. **Howard Mettee** received his Ph. D. degree in Chemistry from the University of Alberta in October and is now in the Division of Pine Chemistry, National Research Council in Ottawa, Canada; his address: 3221 Carling Ave., Ottawa. **Douglas Gordon** is a navigator with the 380th Air Refueling Squadron at Plattsburgh Air Force Base; his address: 10 Addoms St., Plattsburgh. **Alice Osborn** is an instructor in French at State University College in Buffalo; her address: 1224 Cayuga Dr., Niagara Falls, N. Y.

1962

Class Secretaries: **Michael L. Black,** 590 W. 172nd St., Apt. 6-H, New York, N. Y. **Phyllis M. Cole,** 159 Emerson St., Apt. 3, Palo Alto, Calif. *Alumni Fund Chairmen:* **Victor Micati,** 541 W. 113th St., Apt. 4-E, New York, N. Y. **Susan J. TenBroeck,** 443 Red Fox Rd., Strafford, Pa.

Marriages

Michael D. Reiss to Miss **Marianne J. Gallagher;** address: 444 Bedford St., Stamford, Conn. **Brenton H. Dickson, 4th** to Miss Elizabeth P. Hammond, Sept. 26. Stephen Grohe to Miss **Judith G. Clarke,** May 1; address: 103 Pickney St., Boston, Mass. Leonard F. Ritterbush to Miss **Karen MacLellan,** Nov. 7. J. Roger Howard to Miss **Marie-Christine Comte,** Dec. 18.

Births

A son, Peter, Jr., to **Mr. and Mrs. Peter B. Brainard,** Oct. 30. A first child and daughter, to **Mr. and Mrs. W. Clark Gwinn,** Oct. 11.

Caroline Kittell received an M. A. degree from Columbia Teachers College in December. **Jane Thomas Warren** (Mrs. Craig) is on the American Internship Program at Cornell University School of Business; her address: 614 E. Buffalo St., Ithaca, N. Y. **John Greenman** is a student at Episcopal Theological School and is living at 9 Winthrop Hall, 3 St. John's Rd., Cambridge, Mass. **Sherren Waung** has completed his tour of active duty in the Army and is now studying for an M. B. A. degree at Columbia University Graduate School of Business, his address: 110 Morningside Dr., New York, N. Y. **David Alexander** is working for the Shell Gas and Oil Co. in East Meadow, N. Y., and living at 111 Washington St. in Hempstead. **William Dalsimer** is attending New York University Law School and living at 88 Bleecher St., Apt. 6-C in New York City. **Alice Carleton Jacklet** (Mrs. Jon) has received her M. S. degree from the University of Oregon and is now living at 100 Banbury Rd., Oxford, England where her husband is working on his Ph. D. degree and doing a year's research at Oxford University. **Andrew Ferrentino** is with IBM in Washington, D. C., and living at 1518 No. 12th St., Arlington, Va. **Hope Brown Pribram** (Mrs. John) is teaching Social Studies at the Horace Mann Junior High School in Salt Lake City, Utah. **Judith Clarke Grohe** (Mrs. Stephen) is a children's worker in the Boston Public Library. **Robert Leverant** is a student at the University of Massachusetts and is living at 8 Mountain Rd., So. Deerfield, Mass. **Lawrence Feinberg** received an A. M. degree from Harvard University last June.

Kathleen McKinley received a Master's degree in English Literature from Western Reserve University in September and is now teaching English and Social Studies at People's Academy in Morrisville, Vt.; her address: McKinstry Hill, Hyde Park, Vt. **Penelope Stout** is a graduate student at the University of Minnesota and is living at 618 Fairmont in St. Paul. **Lt. Dennis Williams** is now stationed with the 9th Army in Korea; his address: 191st Military Intelligence Det., A. P. O. 24, San Francisco, Calif. **Owen O'Donnell** has been awarded his silver wings upon graduation from U. S. Air Force navigator training at James Connally Air Force Base, Tex. **Lt. S. Hall Conn, Jr.** was married to Frances R. Salomne in October 1963 and they now have a son, David Hall, born Sept. 29, 1964. **Mona Donderi** was married to Lawrence Ernest in June of 1961 and they now have a daughter, Beth, age 2½ years, and a son, William, 9 months; her address: 24 Otis St., Natick, Mass. **Robert Donner** is in the junior executive training program of the Modern Manufacturing Co., Inc. in New York City and is living at 150 E. 69th St. in the city. **Alan Nataupsky** is an analyst in the Dept. of Defense; his address: 131 Old Stage Coach Rd., Laurel, Md. **Lawrence Feinberg** received an M. A. degree from Harvard University in June and is currently studying under an NDFL fellowship for a Ph. D. degree in Slavic Languages and Literatures; his address: 15 Howland St., Cambridge, Mass.

1963

Class Secretaries: **Francis B. Shepard,** 370 E. 69th St., New York, N. Y. **Michele Whitney,** 3513 S St., N. W., Washington, D. C. *Alumni Fund Chairmen:* **Richard P. Floyd,** Dartmouth Medical School, Hanover, N. H. **Barbara Donaker,** 715 Linden Ave., Oak Park, Ill.

Marriages

Lt. Sabin C. Streeter to Miss Beverly Hamilton, Sept. 12. Phillipe Schreiber to Miss **Anna Panayotou,** Sept. 26; address: 542 W. 112th St., New York, N. Y. **John M. Weekes** to Miss **M. Starr Kruesi, '64.** Oct. 10; address: Ayer Lane, Locust Valley, N. Y. Alvis E. Auseklis to Miss **Nancy Sise,** Oct. 17; address: Box 909, Aspen, Colo. **Gordon R. Wilkins** to Miss Dorothy J. Needham, Oct. 24. Peter S. Firestone to Miss **Julie Nelson,** Oct. 30. **Dr. Samuel S. Stratton** (honorary class member) to Mrs. Samuel A. Howard, Jr., Oct. 31; address: 220 Madison Ave., New York, N.Y. D. F. Logan to Miss **Lois Martin,** May 30; address: 864 Broadway St., San Francisco, Calif. **Rodney W. Roach** to Miss Elizabeth Mulcahy, Nov. 26. Lt. William Schneski to Miss **Susan J. Shaw,** Dec. 12.

Births

A son, Stephen Russell, to **Mr. and Mrs. Christopher J. White** (**Judith Knight, '61**), July 26. A son, Aaron Earl, to Mr. and Mrs. Ronald Keppel (**Roberta Libman**), July 17. A son, William Carl, to Mr. and Mrs. William C. Rustin, III (**Mary Louise Lockwood**), Aug. 18.

Dates Fryberger is at the University of Pennsylvania School of Architecture. **David Heacock** is an assistant in financial aid at Rensselaer Polytechnic Institute. **Anna Panayotou Schrieber** (Mrs. Phillipe) is a Ph. D. candidate in Government at Columbia University. **Roberta Niklad** is teaching Spanish in the Paul D. Schreiber High School, Port Washington, N. Y. **Lorine Durfee Romano** (Mrs. John) is now living at 79 Evergreen Ave., Rutland,

Gabriella Bosano

Dr. Gabriella Bosano, founder of the Middlebury College Italian Summer School, died on Sept. 28 in Genoa, Italy. She was 77 years old.

An expert on Italian language and literature during the Renaissance, Dr. Bosano established the Italian Summer School at Middlebury College and for seven years was its director. She had been a professor at Wellesley College for 21 years when she retired in 1952 and returned to her native Genoa, where she was born on Nov. 16, 1886.

She received the Dottore in Filogia Moderna from the University of Bologna in 1916, the Diploma di directorice didattica from the Rome Ministero Pubblica Istruzione in 1917, and the Diploma di Magister per i Laureati (special aptitude to teach Italian language and literature) from the University of Bologna in 1919.

From 1912 to 1916 Miss Bosano taught at the Italian Professional School for Women at Genoa, and from 1916 was professor of Italian and History at the Government High Schools in Genoa. She also lectured at the People's University at Genoa from 1915 to 1917. She came to the United States in 1921 as an instructor at Vassar College and attained the rank of professor there in 1930, the year she joined the Wellesley faculty as professor of Italian and chairman of the department.

She served as vice president of the American Association of Teachers of Italian in 1929–30 and as its president in 1945–46. She was also a member of the Modern Language Association, the American Association of Teachers of Italian, the Dante Society of Cambridge, the American Association of University Professors, the Medieval Academy of America, the Italian Historical Society of Boston and the Consociazione Turistica Italiano of Milan.

The author of many articles on Italian literature and on Italian life in the United States, she also lectured extensively to American organizations on the literature and history of her native country.

While on sabbatical leave during 1937–38 and 1947–48, Dr. Bosano lectured at the University of Genoa and to learned societies in Perugia, Venice and elsewhere in Italy. At that time she inaugurated a branch of the Italian Association of University Women in Camogli.

Dr. Salvatore Castiglione, Director of the Italian Summer School, is planning a memorial scholarship for Miss Bosano.

Line Co. and then sales manager for Carl Stohn, Inc. until he became a manufacturer's agent in 1945. Survivors are his wife, the former Eva Graves, and a son, Richard. Mr. Dade was a member of Kappa Delta Rho fraternity.

1916—Word has been received of the death of **Edward J. Coonerty** in September, 1963. He had been a planning engineer with the American Can Company. Mr. Coonerty was a member of Chi Psi fraternity.

1916—**Lawrence W. Wild,** 70, died Oct. 1. He had taught in high schools in Massachusetts until 1927 when he went to Alexander High School, Brooklyn, N. Y., where he taught for sixteen years followed by four and a half years at Brooklyn Technical High School. Mr. Wild retired from teaching in 1956. He had studied at Columbia University where he received his M. A. degree in 1921. He is survived by his wife, the former Gladys Ferguson, and a son, Edward.

1919—Word has been received of the death of **Henry M. Garrison.** He was a physical director in the Phelps (N. Y.) High School and in Bradford, Pa. Since 1923 he had been district sales manager for The Hoover Co., C. W. Stuart and Co. of Newark, N. Y., and at the time of his death he was district sales manager of The W. T. Smith Corp. In 1918 he married Inger Howe and they had a son, Donald, and a daughter, Margaret. Mr. Garrison was a member of Delta Kappa Epsilon fraternity.

1921—**Fred E. Jewett,** 70, died Oct. 22 following a long illness. After receiving his Bachelor's degree from Middlebury he studied at Harvard where he received both M. A. and M. S. degrees and then at Columbia University where he earned a Ph. D. degree in 1935. He had been a professor at Oklahoma Agricultural and Mechanical College and from 1926 until his retirement was head of the Department of Business Administration. He is survived by a son, John. Mr. Jewett was a member of Alpha Sigma Phi fraternity.

1922—**Gertrude Gibbons Wesney** (Mrs. William), 63, and her husband were killed in a motor accident on Nov. 30, while returning from a holiday weekend at Lake Wakatipu, New Zealand, where she had lived since her marriage in 1948. After two years at Middlebury she studied at Boston University's School of Religious Education and received a B. R. E. degree from there in 1922 and a Master's degree in 1925. She had served as librarian at several New Jersey high schools and at the Women's Foreign Missionary Society, Isabella Thoburn College, Lucknow, India. She is survived by two stepsons.

1926—**Dr. Fred N. J. Dube,** 63, died July 15. After a year at Middlebury Dr. Dube attended Still College of Osteopathy, Tufts College and Tufts Medical School from where he received his M. D. degree in 1929. Since 1935 he had been an ophthalmologist in Manchester, N. H. Dr. Dube served with the Army on the Mexican Border in 1916–17, in France during World War I and as a Lieutenant Commander in the Naval Reserve during World War II. He is survived by his wife, the former Eugenie Tanguay.

1927—**Helen Whipple Glendening** (Mrs. Alfred), 59, died Sept. 29. From 1927 until her marriage in 1938 she taught French at Delaware Academy in Delhi, N. Y. She had spent one summer of study at the Sorbonne in France and one at McGill University. Survivors are her husband and a daughter, Ann. Mrs. Glendening was a member of Alpha Xi Delta sorority.

1930—**Merle Adams Howard** (Mrs. Mortimer), 56, died Nov. 19 in North Adams, Mass., following a long illness. Following her graduation from college she taught in Deerfield (Mass.) High School until her marriage in 1938. She received a M. Ed. degree from Boston University in 1931 and since her marriage had taught in Drury High School, No. Adams, Mass., and Rutland (Vt.) High School. She is survived by her husband. Mrs. Howard was a member of Delta Delta Delta sorority.

1931—**Harriet Dorman Nelson** (Mrs. William), 55, died Oct. 14. She had taught in high schools in New Marlboro, Dedham and Weston, Mass., and had also been an accountant at Peter Bent Brigham Hospital. She had received a Master's degree in Romance Languages and Literature from Boston University in 1958. Survivors are her husband and a son, William.

1955—Evelyn Tondreau is spending this year in advanced studies at L'Institut des Professeurs de Français à L'Etranger and the Sorbonne in France.

1956—Aurora Peres is teaching Spanish in the Yarmouth (Mass.) High School.

Anthony Sorento is teaching Spanish and French at Slippery Rock (Pa.) State College.

1961—Anthony Ficarra is assistant professor of foreign language at Danbury (Conn.) State College.

Ann Kimball, instructor in French at Mt. Holyoke College, has been awarded a Danforth teacher grant for 1965–66. Miss Kimball plans to complete her doctoral thesis with work at both the University of Wisconsin and the University of Lille, France.

1962—Richard Boulanger is an instructor in languages at Merrimack College, No. Andover, Mass.

Juliet P. Schwab is teaching German and French at Capitol University in Columbus, O.

Catherine Giorgi is teaching French and English at the Greenville (R. I.) High School.

Frederick Fosher is teaching English at the Monadnock Regional High School in New Hampshire.

1963—Carlos Blanco is teaching in the foreign language department at Culver Military Academy.

Mary Boorsch is teaching French and Spanish at Stratford (Conn.) High School.

Royal S. Brown is a French lecturer at Queens College in New York City.

1964—Jay S. Hoar is teaching English at Maine Maritime Academy in Castine, Me.

James Corey is an instructor in Spanish at the New Hampton (N. H.) School.

Dr. Francisco deArce joined the Coker College faculty this fall as an assistant professor in the Modern Language Department.

Lynnea M. Miericke is teaching German in the Dansville (Ill.) Community Consolidated School.

Obituaries

1902—Wilfred J. Stone, 85, died Oct. 24. From 1909 until his retirement several years ago Mr. Stone was associated with the real estate firm of Cross and Brown in New York City. A sister, Mary Stone Hunt, '15 survives him. He was a member of Delta Upsilon fraternity.

1905—Harry S. Fisher, 81, died Oct. 4. Following his graduation from college he taught in high schools in New York state until 1920 when he became superintendent of schools in Terryville, Conn., a position he held until his retirement in 1946. In 1962 one of the new schools in Terryville was named in his honor. He is survived by his wife. Mr. Fisher was a member of Chi Psi fraternity.

1911—Edwin S. S. Sunderland, 77, a partner in the law firm of Davis, Polk, Wardwell, Sunderland and Kiendl, died Nov. 6 in New York City. He graduated from Middlebury, received his LL. B. degree from New York Law School in 1913 and held honorary degrees of Doctor of Laws and Doctor of Civil Law from Middlebury. He was an authority on railroad and other corporate reorganizations and had played an important part in the financial affairs of several railroads. Mr. Sunderland had been president of St. Luke's Hospital and the University Club of New York. He was a founding member of the Commission on Religion and Health of the Federal Council of Churches of Christ in America. Several historical books and articles on his specialty and on schools and hospitals had been written by him. Mr. Sunderland had served on the Board of Trustees at Middlebury for many years. The Agnes Warner Sunderland Fund, The Sunderland Chapel in Mead Chapel, The Sunderland Room in the Egbert Starr Library and the Sunderland Language Center, now under construction, all bear testimony of his generosity to Middlebury College. Surviving him are his widow, the former Dorothy Kissell, a son, The Rev. Edwin S. S. Sunderland, Jr., and a daughter, Mrs. Charles Scribner (Dorothy). Mr. Sunderland was a member of Delta Kappa Epsilon fraternity.

1911—Frederick A. Coates, 74, died Nov. 18. Following his graduation from Middlebury he taught in schools in Rhode Island, Milwaukee, Wis., Boston and Worcester, Mass., until 1924 when he became assistant agent of the Vocational Division, Massachusetts Department of Education. During these years of teaching he wrote over one hundred mystery novels which were published under his name in the old pulp mystery magazines. At the time of his death he was the owner of the Quincy Linotype Service. During World War I he served as a lieutenant commander in the Navy. Survivors are his wife, the former Adelaide Swift, two sons, William and John, and two daughters, Charlotte and Mrs. Williams Watts. Mr. Coates was a member of Delta Upsilon fraternity.

1915—George C. Dade, 71, died Dec. 3 following a long illness. After graduation from Middlebury he taught in Adams and Haverhill (Mass.) high schools before becoming sales engineer for the Winchester Repeating Arms Co. in 1919. He was later vice-president of the Pawtucket Braided

Samuel E. Longwell

1942

Dr. Samuel E. Longwell, emeritus professor of biology, died on Nov. 22 in St. Petersburg, Florida. He was 92 years old.

In the death of Dr. Samuel E. Longwell, Middlebury College lost one of its oldest retired teachers. He was well known to earlier generations of alumni.

Professor Longwell was principal of a small New York state school before he went to Bates College, and took only two years to get his A.B. After serving as principal of high schools in Garnerville and Port Jefferson, N.Y., and as principal from 1905–12 at Middlebury, a three-year fellowship at Brown which ended with his Ph.D. in 1918, and a year of teaching biology at Clark, he came to the College as Professor of Biology in 1919. He was Burr Professor of Biology at Middlebury from 1926 until his retirement in 1943. In 1928 he circled the globe, adding to his knowledge of the world's flora and fauna at every stop.

Few are the alumni of Professor Longwell's days to whom the smack of a tennis ball on a raquet or twitter of a bird at dawn will not recall instantly their "Longy."

Dr. Longwell led an active life in St. Petersburg where he had lived for many years. He played tennis until he was 79, and in his eighties was much sought after as a lecturer.

He is survived by his widow, Gladys Thompson Longwell, '23, a former Spanish instructor at the College.

RELATIONSHIP OF STUDENT-TEACHER

(*Continued from page 6*)

imply unless he practices it himself. He might be a good *instructor* without that, but he is not likely to be a good *teacher*. Nobody would expect to learn how to draw simply by looking at pictures; he learns by working with an artist who draws. How then could we expect a student to learn how to do economic analysis except by working with a teacher who is himself an economist doing economic analysis? I have never been able to understand why there should be any question about this.

It is not as if there were nothing needing to be done. To a very significant extent, modern economics has developed as a result of the study of actual problems. And there is no end of them. As we sit here this morning the balance of international payments of the United States is still in a precarious position; there is much discomfort about the adequacy of the world's monetary system; there is a question also concerning the implications of the European Common Market for economies elsewhere; there is no little worry about the condition of the Federal finances; there is serious concern about the obstinacy of regional unemployment. There are, in short, problems wherever one looks. There are not only the "practical" problems such as those I mention, but also the "theoretical" ones with which academic economists are depended upon to wrestle.

There is lots of work. There is no end of it. And knowledge will grow as the work proceeds. Learning is a continuing process, a perpetual activity, a thing of life. The student-teacher relationship, if it is to amount to anything at all, must be an engagement in that activity, a joint venture in that life.

ROBERTS

(*Continued from page 14*)

Of course, as one obtains greater power he also has increased responsibility for its proper use. Herein lie the fearful aspects of this onrushing procession of discovery. When a young man is given a car his capabilities are greatly expanded, but at the same time he is subjected to a much higher probability of his being destroyed in an accident. To offset this he is carefully taught how to operate the car and instilled with safety precautions and procedures. When he is so prepared the danger to himself is greatly diminished. So it must be with this scientific revolution. It will be several years—maybe ten, maybe twenty-five—before the studies of the genetic code near fruition, but during this time Society must make preparations for the proper use of this information. Today is not too soon to begin. If man is intelligent enough to wrest this information from nature, he is certainly intelligent enough to insure its use for his own benefit rather than for self-annihilation.

It might be helpful here to examine briefly another tremendous breakthrough engineered by the scientific community: the release of atomic energy by nuclear fission. The Manhattan Project was veiled in the secrecy required by the war effort, and the world was totally unprepared for the explosion at Hiroshima. Indeed, many of the men who worked on this project had misgivings about the intended use of their labors, for they realized that the improper use of these new forces could cause the destruction of civilization. Fortunately, sanity has prevailed and no such catastrophe has occurred. Although the possibility of such an occurrence has not been completely removed, the probability has been diminished by the nuclear test ban treaty and mankind stands to benefit handsomely from this new energy source as new peaceful uses are devised each year. Much of the anxiety of the past two decades resulting from the stockpiling and possible use of atomic weapons might have been avoided if the development of atomic energy could have taken place with full public knowledge so that proper safeguards could have been established by international regulatory bodies before the harnessing of atomic energy was complete. Parenthetically serious discussions should now be in progress on the use of earth satellites, the establishment of bases on the moon, and other aspects of the space exploration program to insure that these discoveries are used for the benefit of all rather than one nation or one small segment of the population. Certainly it has been amply demonstrated that no person or group of persons can maintain a monopoly on any single area of knowledge.

In conclusion, the answer to the question remains that the free choice of a field of research must be given to the scientist. Certainly there can be no areas in which all scientists are prohibited from exploring, for such a course of action is doomed to failure; the forbidden fruit would appear all the more appetizing. As in everyday affairs a restriction of freedom would lead to a lessening of initiative, slowing of progress, and even stagnation. However, it is important to remember that freedom is always accompanied by responsibility, and in this case it means that the scientist is obligated to inform the world of his findings so that society may prepare to use the fruits of his discovery to the advantage of all.

EDUCATION BY INITIATIVE

(*Continued from page 15*)

similar effort on the part of the Admissions Office to diversify the student body by visiting more western schools. A Student Association proposal for a semester exchange with a southern Negro college reflects a similar attempt to improve the educational system by facilitating an exchange of ideas with students of different background.

Dormitory housing has also been a major concern of the Student Association this year. Seeking to promote an exchange of ideas between members of different classes, the SA proposed that sophomore, junior and senior men be "integrated" in college dormitories. The resolution passed with the overwhelming support of over 85% of the men.

Informal education has also been sought at the dinner table. One senior recently initiated a "Faculty Table" in the freshman dining room of Proctor Hall. Invited guests have included both professors and members of the Administration. Fraternities have long engaged in a similar approach to informal education. Dinner guests frequently stay for coffee and discussion while at one of the houses

Ellsworth B. Cornwall

1940

Ellsworth B. Cornwall, a member of the Department of Political Science from 1928 until 1941, died on Dec. 31 at Burlington, Vt. He was 80 years old and a resident of Middlebury.

Professor Cornwall served for thirteen years in the Department of Political Science. During most of his years as a member of the Middlebury faculty he was chairman of his department and Jermain Professor of Political Economy.

He was fond of outdoor activities and was a familiar figure on the tennis courts in Vermont for more than half a century. He coached the Middlebury tennis teams while teaching at the College. Professor Cornwall was an equally familiar figure on the ski slopes having been one of the earliest devotees of the sport in Vermont. For many years he served as an official at ski meets held at the Middlebury College Snow Bowl.

At the time of his death, Professor Cornwall was president and director of the Farmer's Cooperative Fire Insurance Company. Long active in farm affairs he helped organize the Vermont Farm Bureau of which he was one of the original directors.

A graduate of Princeton University in 1905, he studied law at New York University. After a brief clerkship in a New York firm, he moved to Vermont where he spent the rest of his life. Professor Cornwall practiced law for the most of the years he lived in the Green Mountain state. For many years he served on various State of Vermont boards and commissions.

1931—Robert G. Spencer, 56, died suddenly on Nov. 28. Following his graduation from college he was associated with Lord, Thomas and Logan in New York and later became assistant secretary for the International Association of Government Workers until 1935 when he became advertising manager and director of publicity for Houbigant Perfumes, a position he held at the time of his death. During World War II he served as a Lieutenant in the U. S. Naval Reserve. Survivors are his wife, the former Theresa Pappalardo, and a son, Robert. Mr. Spencer was a member of Sigma Phi Epsilon fraternity.

1934—Hazel Hemminger Bradley (Mrs. Frank G.), 51, died Nov. 20 following a long illness. After leaving Middlebury she studied at Albright College. Mrs. Bradley had been a teacher in Pennsylvania, a worker in the Dept. of Recreation, Reading, Pa., a clerk with the Berkshire News Company, editor, Culinary Arts Press, Reading, Pa., and supervisor of the Pennsylvania Dept. of Public Assistance. She is survived by her husband.

1936—Word has been received of the death of **Edwin R. Fisher,** 51, last spring. In 1940 he became a manufacturer's representative and later sales supervisor with the Campbell Soup Co. in Rochester, N. Y. and Camden, N. J., before going to San Francisco in 1947. Since 1951 he had been district sales manager with the company in Seattle, Wash. Survivors are his wife, **Thelma Croft,** '34, and a daughter, Carol. Mr. Fisher was a member of Kappa Delta Rho fraternity.

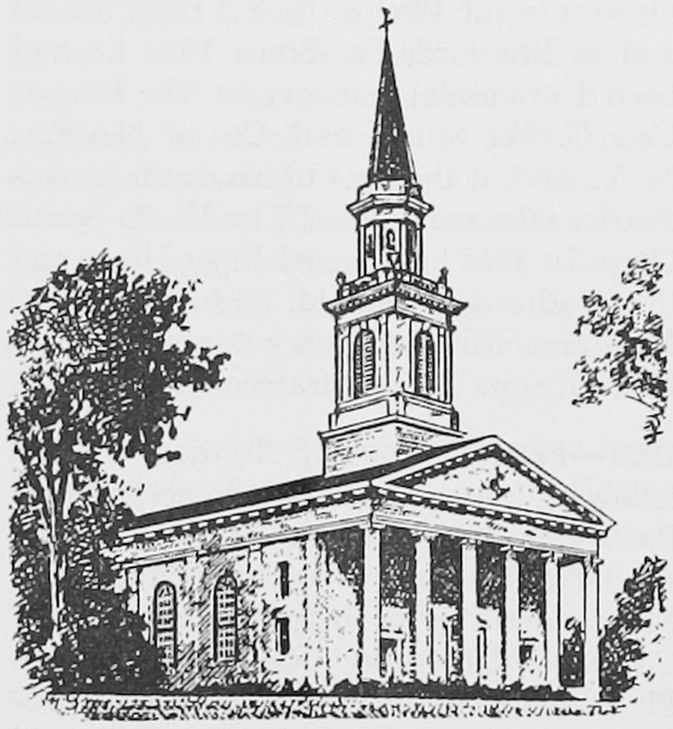
1937—Margaret E. Hope, 48, died Dec. 21 at her home in Putnam, Conn. For twenty-seven years she had been a teacher in the homemaking department of Putnam High School. She is survived by two sisters, Faye, and Mrs. Lucius B. Cranska.

1948—Doris Jones Hird (Mrs. Henry) died in the fall. While a junior in college she earned her private pilot's license. After graduating from Middlebury she studied at Katherine Gibbs Secretarial School. Survivors are her husband, two sons and a daughter.

1948—Henry Grattan Doyle (Hon. Litt. D.), 75, retired dean of Columbian College of George Washington University and a pioneer in advancing the study of Spanish in American colleges, died on Nov. 4. He was one of the nation's first educators to urge use of recordings and tapes to teach foreign languages, and issued a set of RCA Victor Spanish instruction records. A graduate of Harvard, he retired from George Washington University in 1957 after 41 years in the service of this university as teacher and administrator. Since his retirement, Professor Doyle continued his activities in two fields of major interest: Foreign languages and smoother relations with Latin America. He was a former editor of the *Pan American Magazine*, *The Modern Language Journal* and *Hispania*. Prior to his death he served as secretary-treasurer of the National Federation of Modern Language Teachers Associations. He was honored with Dr. Stephen A. Freeman of Middlebury College when they were both chosen to receive the Federation's National Foreign Language Teachers' Achievement Award. Dr. Doyle taught in the Middlebury Summer Language Schools before World War II.

1900—William T. Barnard, 88, of Granville, N. Y., died in January following a long illness. For many years he operated the former Barnard Brothers Store in Granville with his brother Walter. He was a charter member of the Granville Rotary Club and deacon emeritus of the Baptist Church where he served as choir director for several years. He is survived by his wife, three daughters, six grandchildren, and two great-grandchildren. Mr. Barnard was a member of Delta Upsilon fraternity.

" . . . . By Will To The College On The Hill . . . . "



From the estate of Charles N. Pray, '90, $4,000 for the Alumni Endowment of the Alumni Fund. This will create the Charles N. Pray Memorial in the Alumni Endowment of the Alumni Fund.

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With a couple of breaks
which the Panthers lost 7–0
which ended in a scoreless tie, M
a winning season against a good s

Wins were posted against We
Bates, 15–12, and R.P.I., 30–6. Los
opener to Wesleyan, were to Willia
powerful Vermont, 12–0.

The highlight of the season came in th
against Vermont when a much smaller Panthe
the Catamounts, beaten only once by a tough
setts team, to a scoreless tie the first half only to
down by sheer numbers the last half.

Soccer

The soccer team's 8–1 mark was the best in the history of the college and earned the Panthers number one ranking in New England. The team also received an invitation to represent New England in the NCAA Soccer Championships, but it was turned down because of a college ruling regulating post-season play.

Coach Joe Morrone's booters opened the season with a 4–1 win over Vermont and then suffered the only defeat of the season, 3–2 at the hands of Dartmouth in the final minute of the game.

The Panthers then ran off a string of seven straight victories including an important 1–0 upset of Springfield, a real soccer power in New England. Other wins came over M.I.T., 2–1; Union, 7–2; St. Michael's, 2–0; R.P.I., 4–0; Coast Guard, 3–0, and Norwich 3–2.

The 1964 soccer team set six new records at Middlebury. It turned in the best record, posted the most wins in a season, won the most consecutive games, had the most shutouts, four; most consecutive shutouts, three, and allowed the opposition the least number of goals scored, nine.

J. Davis Webb, a right fullback from Denver, Colo., was selected for the second straight year as an All-America, this year to the first team.

Things look good next year for the booters, who will have several veterans back and some good prospects to draw from the freshman team, which turned in a 3–1 record.

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Wins have been recorded over Sir George Wil
the holiday tournament in Montreal, and over Loyola of Montreal in regular season play. Middlebury suffered losses to Union, Trinity, St. Lawrence, Clarkson, Plattsburgh State, and Vermont.

Skiing

A shortage of snow this winter at the Snow Bowl and other Vermont areas has left the ski team way behind in training for the winter carnival circuit and the Easterns.

Coach Bobo Sheehan predicted at the start of the season that barring any injuries his team could be the top ski power in the East. Two-time Olympic skier Gordon Eaton is back this year, and will join All-American Peter Ruschp and Roger Buchika to give Middlebury one of the most powerful Alpine squads in the country. Both Eaton and Buchika were recently named to the U.S. National team selected at Vail, Colo.

Leading the Nordic squad are John Brodhead and Pat Wells who took fourth and sixth respectively in the Lyndon Nordics in Vermont and finished seventh and ninth in a field of 120 in cross country competition at Franconia, N.H., recently. Tom Easton placed in the first five in jump competition at Franconia.

they participate in a "Think and Drink" session. Several faculty members often share their views on a previously selected topic of common interest over beer and pretzels during the open-end discussions on Friday evenings.

Student interest in education at Middlebury was placed on a formal basis many years ago with the creation of the Student Educational Policy Committee. The eight man committee evaluated the independent study program last spring and also recommended the institution of a reading period before final examinations. This year the group has dealt with student needs in the library and senior honor's projects.

Through both informal association and para-curricular activities then, Middlebury students are trying to answer some of the questions raised during the impressionable years of college. Education by initiative is certainly not a new phenomenon at Middlebury. Student response to causes, whether of national or local concern, has existed from the University of California at Berkeley to the Green Mountains of Vermont since the first college began. Yet the evident interest in the possibilities for education outside the classroom indicates that perhaps a comment a professor might have made during class has had the desired effect. For without a lasting interest in that variety of education, gained outside the classroom, the student's meaningful education must come to an unfortunate conclusion at the end of his last final examination.

MIDDLEBURY'S LONG-TIME FACULTY

(*Continued from page 16*)

"The idea that the younger one is, the easier it is to learn a foreign language is equally erroneous. It is true that children find it easier than adults to acquire an accurate pronunciation, but adults have many advantages over children which, in the long run, make it easier and not harder to learn a foreign language. The adult, while he may never acquire a good pronunciation, will understand and master more quickly the principles of grammar, shades of meaning, a wider vocabulary, and reading ability.

"The assumption that foreign languages are better taught abroad than in the United States is also erroneous. I, personally, have never seen better teaching of foreign languages anywhere abroad than I have observed in the United States," he concluded.

Mrs. Margaret L. Fayer, Librarian of the Egbert Starr Library for the nineteen years prior to her death in January of 1964, was of inestimable help to her husband in organizing the Russian School, and in preparing all of Dr. Fayer's works for publication. Mrs. Fayer's winning personality, tact, and devotion to Middlebury College, will be long remembered by her associates and former students of Russian.

BOOKS BY ALUMNI

(*Continued from page 27*)

Burke as a practical politician, reconciling the necessities of the hour with tradition and permanence; Russell Kirk who in the concluding chapter summarizes and comments on the opinions expressed by other contributors.

Burke is claimed by both conservatives and liberals, and both points of view are represented in this volume edited by Peter Stanlis. The arguments make strikingly clear the reasons that Burke is being studied in the twentieth century more extensively and intensively than at any time since his death in 1797.

Peter Stanlis is professor of English at the University of Detroit and founder and director of the Edmund Burke Society of America. He is the author of *Edmund Burke and the Natural Law* and editor of *Edmund Burke: Selected Writings and Speeches*.

WITH THE MIDDLEBURY ALUMNAE CLUBS

(*Continued from page 31*)

SEVERAL alumnae clubs announce additional programs for the current year as follows:

Burlington: Mrs. C. Grant Warner, 239 Maple Street, Burlington, Vt., President.

JANUARY 20—Annual Pot-Luck Dinner at the home of Mrs. E. Sheridan Chase, (Ruth Collins, '25) 123 Summit Street, Burlington. Guest speaker, Dr. Howard M. Munford, Professor of American Literature, Middlebury College.

Cape Cod: Mrs. Eric B. Carlson (Gunhild Elfstrom, '27), 338 Great Marsh Rd., Centerville, Mass., President.

NOVEMBER 28—Luncheon Meeting and showing of film "Dimensions of a College." Guest speaker, Mrs. George H. Patrick, Alumnae Secretary.

Fairfield County: Mrs. Anthony G. L. Brackett (Mary Williams, '36), 19 Cherry Lane, Wilton, Ct., Chairman.

APRIL—General Meeting and showing of film "Dimensions of a College."

Hartford: Mrs. Elmer W. Selnau (Lois Brigham, '47), 23 Tanglewood Rd., Farmington, Ct., President.

OCTOBER 22—A benefit performance of "Becket" at the Cine Webb theatre in Wethersfield for the Sylvia Westin Wurts scholarship fund, Miss Grace Shailer, '42, chairman. The Hartford alumnae are also selling candles for the benefit of this Fund. JANUARY—Mid-winter Meeting. MARCH—General Meeting. Guest speaker, Mrs. Elizabeth B. Kelly, Dean of Women at Middlebury. MAY—Annual Spring Breakfast. Guests will be Mrs. Anthony G. L. Brackett, President, Alumnae Association and Mrs. George H. Patrick, Alumnae Secretary.

Philadelphia: Mrs. Kenneth W. Moore, Jr. (Martha Johnson, '57), 10 Shirley Rd., Narberth, Pennsylvania, President.

FEBRUARY 26—Benefit Theatre Party for alumni, alumnae and guests. "Misalliance" by George Bernard Shaw will be presented by Play and Players, the oldest little theatre group in the United States. Tickets at $3.00 per person may be obtained from the club president.

Rochester: Mrs. Wendell F. Smith, Jr. (Mary Dickey, '57), 30 Sandle Drive, Fairport, New York, President.

OCTOBER 29—Guest speaker, Mrs. Constance Mitchell, "Our Social Problem in the Inner City"; hostess, Mrs. George Platt (Rachel Adkins, '49) in Pittsford. JANUARY 27—Guest speaker, Dr. Ruth Watanabe, "Common Sense in Music"; hostess, Mrs. Charles Thrasher (Margaret Smith, '34), 119 Hillhurst Lane in Irondequoit. MARCH 16—Guest speaker, Dr. Howard M. Munford, Professor of American Literature at Middlebury, "American Literature in a German University"; hostess, Mrs. Richard Bartlett (Janet Krei, '60), 97 Benedict Rd. in Pittsford. MAY 3—Guest speaker, Mr. Langdon Clay, "Humanism Including Pop Art"; hostess, Mrs. Thomas Evans (Joan Hallett, '51), 10 Rock Beach Rd. in Irondequoit.

The Pioneer Valley Middlebury Alumnae Club, under the leadership of Mrs. Franklin H. Thorn (Muriel Johnson, '30) has provided a $100 scholarship award to a Middlebury undergraduate woman in the current year, 1964–65.

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...e Walden Stoic—Some Studies in
...Literary Detection" Wright Theatre at 8:00 P.M.

3 Spring Recess Begins
5 Lacrosse at Tufts
6 Lacrosse at M.I.T.
7 Lacrosse at Holy Cross
Baseball at Army
9 Lacrosse at Trinity
Baseball at University of Connecticut
10 Lacrosse at Wesleyan
Baseball at Brandeis
12 Classes Resumed
16 Golf with Wesleyan & Springfield (away)
"In White America"
Off-Broadway production for benefit of Middlebury College Civil Rights Group
17 Track vs. W.P.I.
Concert Film: "Summer Skies"
Lacrosse vs. W.P.I.
19 Baseball vs. St. Lawrence
21 Freshman Track vs. Williams (Freshman)
Lacrosse at Amherst
Track vs. Williams
22 Golf vs. St. Lawrence
Tennis at Clarkson
Baseball vs. Clarkson
23 Tennis at St. Lawrence
24 Baseball at M.I.T.
Track at Trinity
Golf vs. Dartmouth
Freshman Track at Trinity (Freshmen)
Freshman Baseball at R.P.I.
Freshman Lacrosse at R.P.I.
26 Baseball vs. Vermont
Tennis at Vermont
28 Track at R.P.I.
Freshman Track at R.P.I. (Freshman)
Lacrosse vs. University of New Hampshire (Tentative)
Freshman Lacrosse at Dartmouth (Freshmen)
Baseball vs. Williams
29 Baseball at R.P.I.
30 Junior Weekend
Freshman Baseball vs. Norwich (Freshmen